Freshman Composition I

ENC 1101-23607 (Tuesday)

Full-Term Spring 2014

3 Credit Hours

Instructor: Mr. James K. Leonard

Telephone: (407) 582-2632

E-mail: jleonard9@mail.valenciacollege.edu

 (I check my e-mail at least once a day Monday through Friday.)

Office: 4-233

Office Hours: Students can meet with the instructor at the following times:

 Monday: 2:00 P.M. – 4:00 P.M. (virtual office hours)

 Tuesday: 12:00 P.M. – 2:00 P.M. (in the instructor’s office)

 Wednesday: 2:00 P.M. – 4:00 P.M. (virtual office hours)

 Thursday: 12:00 P.M. – 2:00 P.M. (in the instructor’s office)

 Friday: 2:00 P.M. – 4:00 P.M. (in the instructor’s office)

 The instructor can also meet with students at other times by appointment.

Class Meeting Time and Location: The meeting time and location for this class are as follows:

* ENC 1101-23607 7:00 P.M. – 9:45 P.M. 1-329 Tuesday

Course Description:

This course concentrates on (1) the development of essay form, including documented essay; (2) instruction and practice in expository writing; and (3) an emphasis on clarity of central and supporting ideas, adequate development, logical organization, coherence, appropriate citing of primary and/or secondary sources, and grammatical and mechanical accuracy. In addition, Freshman Composition I is a Gordon Rule course in which the student is required to demonstrate college-level writing skills through multiple assignments. A minimum grade of C is required if ENC 1101 is used to satisfy Gordon Rule and general education requirements.

Prerequisites:

A score of 103 on writing component of PERT and a 106 on the reading portion of the PERT, or a minimum grade of C in level two developmental writing and level two developmental reading, or a minimum grade of C in both EAP 1640 and EAP 1620

Learning Outcomes and Objectives:

**Students will compose expository essays (first course outcome).**

**Objectives related to this outcome:**

Student will be able to construct a thesis that clearly expresses the main idea of the assignment.

Student will be able to develop topic sentences that support the thesis.

Student will be able to generate supporting ideas/details.

Student will be able to integrate supporting ideas/details.

Student will be able to connect supporting ideas/details to thesis statement.

Student will be able to compose introductions and conclusions.

Student will be able to implement transitions between ideas.

Student will be able to draft, revise, edit, and proofread.

**Students will write in standard American English (second course outcome).**

**Objectives related to this outcome:**

Student will be able to write grammatically correct sentences.

Student will be able to write mechanically correct sentences.

Student will be able to vary sentence patterns.

Student will be able to employ effective diction.

Student will be able to edit for clarity.

**Students will write a documented essay (third course outcome).**

**Objectives related to this outcome:**

Student will be able to recognize information that requires documentation.

Student will be able to integrate source materials into essay.

Student will be able to use a recognized documentation style, which includes in-text citations and a works cited/reference page.

**Students will demonstrate information literacy (fourth course outcome).**

**Objectives related to this outcome:**

Student will be able to recognize credible print and digital source material.

Student will be able to identify existing technological resources for writing.

**Students will develop critical reading skills (final course outcome).**

**Objectives related to this outcome:**

Student will be able to identify main ideas and supporting details.

Student will be able to recognize overall patterns of organization.

Student will be able to discern author's tone.

Student will be able to recognize intent and/or bias.

Student will be able to read texts for literal meaning.

Student will be able to read texts for inferential meaning.

Textbooks: These are the required textbooks for the course:

Hacker, Diana, and Nancy Sommers. *A Pocket Style Manual*. 6th ed. Boston: Bedford/St. Martin’s,

2012. Print.

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and*

*Guide.* 12th ed. Boston: Bedford/St. Martin’s, 2012. Print.

If students cannot purchase the textbooks, then they must meet with the instructor before the beginning of the second class so that they can discuss options for students to access material which appears within the textbooks. Otherwise, students may encounter problems later in the term, and, unfortunately, the instructor cannot accept responsibility for those problems.

Assignments (Listed Alphabetically)

Gordon Rule Requirement: In Freshman Composition I, students must write multiple written assignments and earn at least a C for this course to count toward graduation requirements.

Instructor’s Website: Throughout the term, since students will use Faculty Front Door to access the instructor’s website for the syllabus and other course documents, the instructor encourages them to visit the website frequently. To locate the instructor’s website on Faculty Front Door, students will follow this straightforward process:

* Access the homepage of Valencia College.
* Click the “Current Students” tab, which appears on the left of the horizontal menu at the top of the homepage.
* Click “Faculty Web Sites,” which appears in the vertical menu on the left-hand side of the page under the title “Academics.”
* Locate the instructor’s website using the alphabetized list. Be advised that websites are listed alphabetically by instructor surname and that the instructor’s surname is “Leonard.”
* In the upper left-hand corner of the instructor’s website, under the title “Navigate,” use the “Syllabi” link to access the syllabus and the “Course Material” link to access such documents as ones with essay topics and directions.

 Activities: Students will complete 12 in-class and/or out-of-class activities focusing on material related to assigned reading selections and on grammar and punctuation.

If students miss a class when an in-class activity is completed, they need to know the following information:

* There are no make-up activities.
* Only 10 of the 12 activities count toward the final grade. Therefore, students may use the final two activities (11-12) to replace missing activities (1-10) or to serve as extra credit.

If students miss class on a day when a take-home activity is distributed in class, they need to know the following information:

* Once students have contacted the instructor to determine if there is a take-home activity that they missed, he shall send it to the students. They can then complete the activity and submit it for grading at the beginning of the next class.
* Activities are due within the first 15 minutes of a class period. After those 15 minutes pass, the activities are considered late, and the instructor cannot accept them for grading.
* There are no make-up activities. Fortunately, only 10 of the 12 activities count toward the final grade. Therefore, students may use the final two activities (11-12) to replace missing activities (1-10) or to serve as extra credit.
* The instructor will accept only paper copies of these activities; he will not accept electronic copies.

Essays: Students will write four essays: argumentative, comparison/contrast, components of effective writing, and informative.

Late Essays: Students must submit paper copies of the essays within the first 15 minutes of a class period. (The instructor will not accept electronic copies.) After those 15 minutes, the essays are considered late, and the instructor will deduct 5 points. If the essays are submitted within the first 15 minutes of the next class, the instructor will deduct 10 points. After those 15 minutes, the instructor will not accept the essays. If a dispute arises as to whether the essay should receive a deduction of 5 or 10 points, the instructor will settle the dispute by automatically deducting 10 points.

Quizzes: Students will complete 12 quizzes—some in class and some out of class, some open-book and some closed-book. These quizzes involve multiple choice responses or brief responses in the form of a few sentences, and they are given to make certain that students complete reading selections.

While completing a quiz in class, students need to know the following information:

* The instructor will not grade the quizzes of students who cannot stay for the entire class period unless they provide documentation to indicate that a legitimate reason necessitates their leaving early.
* The instructor will not give a copy of an open-book quiz to a student who does not bring a textbook or a photocopy of the assigned reading to class. In addition, students cannot use an electronic copy of the assigned reading during an open-book quiz.
* The instructor will not grade the quizzes of students who read pages other than the ones indicated on the quiz paper during an in-class quiz or who are caught cheating, whether the act of cheating is discovered before, during, or after the quiz.

If students miss a class when an in-class quiz is given, they need to know the following information:

* There are no make-up quizzes.
* Only 10 of the 12 quizzes count toward the final grade. Therefore, students may use the final two quizzes (11-12) to replace missing quizzes (1-10) or to serve as extra credit.

If students miss a class when a take-home quiz is distributed, they need to know the following information:

* Once students have contacted the instructor to determine if there is a take-home quiz that they missed, he shall send it to the students. They can then complete the activity and submit it for grading at the beginning of the next class.
* Quizzes are due within the first 15 minutes of a class period. After those 15 minutes pass, the quizzes are considered late, and the instructor cannot accept them for grading.
* There are no make-up quizzes. Fortunately, only 10 of the 12 quizzes count toward the final grade. Therefore, students may use the final two quizzes (11-12) to replace missing quizzes (1-10) or to serve as extra credit.
* The instructor will accept only paper copies of take-home quizzes; he will not accept electronic copies.

Point Values for All of the Assignments

The essays are worth 100 points apiece. These 400 points account for 73% of each student’s final grade. Each essay accounts for approximately 18% of a student’s final grade.

If students do not submit an essay for grading and consequently receive a zero, they should consider *The Scream* by Norwegian artist Edvard Munch. These students will most likely fail the course. Therefore, the instructor encourages each student to submit all four essays this term.



Each of the first 10 activities is worth 10 points. These 100 points account for 18% of a student’s final grade.

Each of the first 10 quizzes is worth 5 points. These 50 points account for 9% of a student’s final grade.

Final Grade

Students will receive number grades for all work, and the instructor will add all of these grades together and assign a letter grade based on this scale:

550 - 496 = A

495 – 441 = B

440 – 386 = C

385 – 331 = D

 330 – 000 = F

Policies

Attendance: Students have three absences to use as they please. Essentially, students should use these three absences wisely and perhaps prepare in advance to use them a certain way because for each absence over the third one, the instructor will deduct ten points from each student’s final course grade. For example, if a student misses six classes, then that student will have 30 points deducted from his or her final course grade. Additionally, the instructor will add partial absences to create full absences. If a student leaves three classes 55 minutes early each time, then after the third one, the student has missed an entire class. A full-term spring course that meets once weekly meets for 2 hours and 45 minutes (165 minutes) at a time, and 55 minutes multiplied by three equals 165 minutes.

The federal government recently passed legislation exempting students with one type of absence from the stated attendance policy for this course. When students are absent, they must contact the instructor to determine if their absence is in fact exempt. Students missing class for a religious holiday or jury duty must meet with the instructor before absences related to those situations.

The instructor withdraws students for excessive absences in one situation. If students miss three consecutive classes and do not contact the instructor to notify him that they intend to return to class, then he shall withdraw them after the third absence. However, he shall send a warning to students’ ALTAS email accounts after the second absence to alert students to impending withdrawals.

College Policies and Procedures: Students can locate a complete listing of the College’s policies and procedures in the college catalog, policy manual, and student handbook.

College catalog: http://valenciacollege.edu/catalog

Policy manual: http://valenciacollege.edu/generalcounsel

Student handbook: http://valenciacollege.edu/studentdev/CampusInformationServices.cfm

Electronic Devices: The instructor finds electronic devices used for non-educational purposes distracting. Therefore, if the instructor must stop class because a student is using an electronic device for such a purpose, then the instructor will deduct 5 points from that student’s final grade for each infraction.

Students who use electronic devices for educational purposes are frequently tempted to use them for non-educational purposes. Therefore, to reduce that temptation, the instructor will ask students using electronic devices for educational purposes to sit in a designated area. In addition, if the instructor believes that these students are using these devices for non-educational purposes, he will take the necessary steps to address the infractions.

Final Deadline for Submitting Assignments: Students have until the beginning of class on Tuesday, April 15, 2014, to turn in work due that last week of regularly scheduled classes. This deadline does not relate to the last essay, which is due within the first hour of the final exam period.

First Day of Term Absence: If students miss the first day of class, the instructor will not withdraw them from the class. However, such an absence will count as an absence, and if students miss any work, they may not receive credit for it.

No-Show Policy: The no-show reporting period for a full-term spring class is Wednesday, January 15, 2014, to Friday, January 24, 2014. If students registered for the course have not attended any classes from the first day of class to the beginning of the no-show reporting period, then the instructor will withdraw them from the course on the first day of the no-show reporting period.

Plagiarism: Students will receive a failing course grade if they are caught plagiarizing, whether they plagiarized an assignment entirely or partially.

Tardy policy: Students are given five tardies. After the fifth tardy, the instructor will deduct 5 points from the student’s final course grade for each tardy.

Withdrawal Policy: Per Valencia Policy 4-07 (Academic Progress, Course Attendance and Grades, and Withdrawals), a student who withdraws from class before the withdrawal deadline of Friday, March 21, 2014, will receive a grade of “W.” A faculty member MAY withdraw a student up to the beginning of the final exam period for violation of the class attendance policy. A student who is withdrawn by faculty for violation of the class attendance policy will receive a grade of “W.” Any student who withdraws or is withdrawn from a class during a third or subsequent attempt in the same course will be assigned a grade of “F.”

Announcements

Office for Students with Disabilities Disclaimer: Students with disabilities who qualify for academic accommodations must provide a Notification to Instructor (NTI) form from the Office for Students with Disabilities (OSD) and discuss specific needs with the professor, preferably during the first two weeks of class. The Office for Students with Disabilities determines accommodations based on appropriate documentation of disabilities.

Smoking on Campus: Smoking is not permitted on any Valencia College campus.

Student Assistance Program Information: Valencia College strives to ensure that all students have a rewarding and successful college experience. To that purpose, Valencia students can get immediate help with issues dealing with stress, anxiety, depression, adjustment difficulties, substance abuse, time management as well as relationship problems dealing with school, home, or work. Bay Care Behavioral Health Student Assistance Program (SAP) services are free to all Valencia students and are available 24 hours a day by calling (800) 878-5470. Free face-to-face counseling is also available.

Week-by-Week Course Calendar

* The instructor reserves the right to alter the calendar as needed. For example, the instructor may need to postpone the date of an activity and/or a quiz to the next week. Therefore, students may need to reread selections in the textbook or on the instructor’s website.
* Bring both textbooks (*Patterns for College Writing* and *A Pocket Style Manual*) to each class so that you can use them as needed to complete activities and quizzes for grades.
1. Tuesday, January 7, 2014

 Course introduction and diagnostic writing essay

 Homework for 1.14.2014:

1. Read the syllabus. Bring a printed or electronic copy of it to the next class.
2. In *Patterns*, read pages 43-47 and 51-64.
3. Prepare for Quiz #1 by examining the study guide that the instructor sent to each student’s ATLAS e-mail account.
4. Tuesday, January 14, 2014

 Components of effective writing discussion I (Activity #1 and Quiz #1)

 Homework for 1.21.2014:

1. In *Patterns*, read pages 211-217 and “Why Chinese Mothers Are Superior” on pages 410-414.
2. Prepare for Quiz #2 by examining the study guide that the instructor sent to each student’s ATLAS e-mail account.
3. Tuesday, January 21, 2014

 Components of effective writing discussion II (Activity #2 and Quiz #2)

 Homework for 1.28.2014:

1. Have the components of effective writing essay ready to submit for grading at the beginning of the next class.
2. In *Patterns*, read pages 151-161, and prepare for Quiz #3 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
3. Tuesday, January 28, 2014

Informative essay discussion I (Activity #3 and Quiz #3)

Homework for 2.4.2014:

1. In *Patterns*, read “Ground Zero” on pages 182-184, and prepare for Quiz #4 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
2. Tuesday, February 4, 2014

Informative essay discussion II (Activity #4 and Quiz #4)

Homework for 2.11.2014:

1. In *Pocket Style Manual*, read pages 121-130, and prepare for Quiz #5 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
2. Tuesday, February 11, 2014

MLA parenthetical references discussion (Activity #5 and Quiz #5)

Homework for 2.18.2014:

1. Bring a highlighter, a typed rough draft of the informative essay about a famous manmade structure, and a typed works cited page to the beginning of the next class.
2. In *Pocket Style Manual*, scan pages 130-154, and prepare for Quiz #6 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
3. Tuesday, February 18, 2014

MLA works cited entries (Activity #6 and Quiz #6)

 Homework for 2.25.2014:

1. Have the informative essay about a famous manmade structure ready to submit for grading at the beginning of the next class.
2. In *Patterns*, read “Once More to the Lake” on pages 194-199, and prepare for Quiz #7 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
3. Tuesday, February 25, 2014

Argumentative essay discussion I (Activity #7 and Quiz #7)

1. Tuesday, March 4, 2014

No class – Spring Break

 Homework for 3.11.2014:

1. In *Patterns*, read pages 525-537 and 540-543, and prepare for Quiz #8 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
2. Tuesday, March 11, 2014

Argumentative essay discussion II (Activity #8 and Quiz #8)

Homework for 3.18.2014:

1. In *Patterns*, read pages 537-540.
2. In *Patterns*, read “A Tax That Invests in Our Health” on pages 632-633, and prepare for Quiz #9 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
3. Tuesday, March 18, 2014

Argumentative essay discussion III (Activity #9 and Quiz #9)

Homework for 3.25.2014:

1. Bring a highlighter, a typed rough draft of the argumentative essay about a product, and a typed works cited page to the beginning of the next class.
2. In *Patterns*, read“Does This Tax Make Me Look Fat?” on pages 647-648, and prepare for Quiz #10 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
3. Tuesday, March 25, 2014

Argumentative essay discussion IV (Activity #10 and Quiz #10)

 Homework for 4.1.2014:

1. In *Patterns*, read pages 371-379.
2. Prepare for Quiz #11 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
3. Tuesday, April 1, 2014

Comparison/contrast essay discussion I (Activity #11 and Quiz #11)

 Homework for 4.8.2014:

1. In *Patterns*, read “”The Myth of the Latin Woman: I Just Met a Girl Named Maria” on pages 232-237, and prepare for Quiz #12 by examining the study guide which the instructor sent to each student’s ATLAS e-mail account.
2. Tuesday, April 8, 2014

Comparison/contrast essay discussion II (Activity #12 and Quiz #12)

1. Tuesday, April 15, 2014

Comparison/contrast essay discussion III

Homework for the final exam period:

1. Have the comparison/contrast essay ready to submit for grading within the first hour of the posted final exam period. (Include a stamped, self-addressed envelope with the essay if you wish it returned to you.)
2. Final Exam Dates, Times, and Locations:

7:00 P.M. Tuesday class: April 22, 2014, from 7:45 P.M. to 10:15 P.M. in the classroom

Grade Sheet

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ ENC 1101-23607

Semester: Full-Term Spring 2014 Absences: \_\_\_\_\_

Electronic devices: \_\_\_\_\_

 Tardies: \_\_\_\_\_

 Final grade: \_\_\_\_\_

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Essays:

Comparison \_\_\_\_\_/100

Components of Effective Writing \_\_\_\_\_/100

Argumentative \_\_\_\_\_/100

Informative \_\_\_\_\_/100

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Activities:

Ones that count toward final grade:

#1 \_\_\_\_\_/10 #2 \_\_\_\_\_/10 #3 \_\_\_\_\_/10 #4 \_\_\_\_\_/10 #5 \_\_\_\_\_/10

#6 \_\_\_\_\_/10 #7 \_\_\_\_\_/10 #8 \_\_\_\_\_/10 #9 \_\_\_\_\_/10 #10 \_\_\_\_\_/10

Ones that replace missing activities (1-10) or that serve as extra credit:

#11 \_\_\_\_\_/10 #12 \_\_\_\_\_/10

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Quizzes:

Ones that count toward final grade:

#1 \_\_\_\_\_/5 #2 \_\_\_\_\_/5 #3 \_\_\_\_\_/5 #4 \_\_\_\_\_/5 #5 \_\_\_\_\_/5

#6 \_\_\_\_\_/5 #7 \_\_\_\_\_/5 #8 \_\_\_\_\_/5 #9 \_\_\_\_\_/5 #10 \_\_\_\_\_/5

Ones that replace missing quizzes (1-10) or that serve as extra credit:

#11 \_\_\_\_\_/5 #12 \_\_\_\_\_/5