ENC 1101 Fall 2014 Syllabus

First Year Composition

University of South Florida

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| Instructor: Mr. Ryan Arciero | Course Location: CPR 345 |
| Email: ryanarciero@mail.usf.edu | Course Time: Tuesday, Thursday 8-9:15 a.m. |
| Office Location: BEH-102 | Section: ENC 1101 041 |
| Office Hours: Friday 9 a.m. -12 p.m. | FYC Website: http://fyc.usf.edu |

**Required Texts and Resources:**

Carabelli, Jason, Sullivan, Brogan, eds. *Rhetoric Matters*. (Online Text)

Iversen, Kristen. *Full Body Burden*. 2012. (This book will be provided for students)

My Reviewers, the FYC web-based resource and assessment tool (Students will purchase this resource/assessment tool during the first week of class at [http://myreviewers.org (Links to an external site.)](http://myreviewers.org/%22%20%5Ct%20%22_blank))

Yirinec, Jennifer,  Ed.  *Network, Collaborate, Compose: New Media Writing in the Digital Age*. 2012. (Online Text)

**Prerequisites:**

The following test scores are required prior to enrollment in ENC 1101:

●     SAT 440

●     ACT  English 17, Reading 18

●     TOEFL 213 (computer-based test); 550 (paper-based test) or 79 (Internet-based test).

●     CPTR (College Placement Test, *Reading*) 83

●     CPTL(College Placement Test-*Language Sentences*) 83

**Course Description:**

ENC 1101 introduces students to academic writing and its associated conventions, styles, and qualities. Throughout the course of the semester, students will develop information literacy skills through reading comprehension and research, refine critical thinking processes through exploring historical perspectives and visual images, and critically reflect upon visual and textual compositions. The major projects focus on the ways conversations about topics change over time, the ways evidence may be used to support claims, and the rhetorical strategies writers may use to argue their perspective, both in written and in visual form.

Students will select an issue, topic, or historical figure to analyze throughout the semester. The major projects in 1101 ask students to consider how to use online databases to conduct research and write a thorough annotated bibliography (Project 1); how a conversation about this issue, topic, or historical figure has changed over a period of time of at least ten years (Project 2); how evidence, including counter arguments, may be used to support a claim, and how rhetorical strategies and various forms of media may be used to convince an audience of a particular perspective (Project 3).

 **Major Projects and Assignments:**

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| --- | --- |
| **Assignments** | **Percentage** |
| Homework/Classwork [weeks 1-15]*You will be assigned a variety of different homework and classwork tasks, including quizzes, critical reading assignments, and other teacher assigned work.* | 5% |
| Peer Review [weeks 6-15]*For projects 1, 2, and 3, you will be asked to participate in meaningful peer review using My Reviewers.* | 20% |
| Conferences*You will attend at least two individual conferences with the instructor to help in the development of your writing.* | N/A |
| Project One: Annotated Bibliography: Researching and Summarizing Conversations  [weeks 2-6]*Project One asks you to write an annotated bibliography that will consist of 6 entries of 300 words each on a single topic, 3 published between 2000-2010 and 3 between 2011-2014.* | 20% |
| Project Two: What They Say: Tracing Conversations Over Time [weeks 6-10]*Students will write an 800-1,000 word academic essay that argues the ways in which a scholarly conversation about a chosen topic has changed--or not changed--over a period of time, using a total of four sources:  two sources published between 2000 and 2010 and two sources published between 2011 and 2014.* | 25% |
| Project Three:What I Say: Joining the Conversation and Remediating My Argument [weeks 10-14]; Presentations [week 15]*Students will generate an arguable claim and write an academic essay to support that claim. This essay should provide background on the topic (context), an arguable claim,  evidence to support the claim, counterarguments, and a conclusion that offers the reader something for further thought. After writing their academic essay which supports their claim, students will produce a remediation that retains the same purpose/claim as the essay but that presents the evidence-based argument in a digital medium.* | 30% |

All assignments must be turned in using Times New Roman twelve-point font with single-spaced headers, a double-spaced body, and one inch margins (MLA Format). Failure to follow this format will result in a deduction in the format section of the grading rubric.

**Grading:**

Instructors will provide feedback and grades within seven to ten days.

Students will be able to access their grades in Canvas throughout the semester. Assignments will be graded on a 1% to 100% scale and a letter-grade scale. The Canvas grading scale will be used for the mathematical breakdown on a 100-point scale to a letter-grade scale. Letter grades, including plus and minus grades, will be converted to points according to the Grade Point Average grading system, as follows:

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| --- | --- | --- | --- |
| A+ (97-100)  | B+ (87-89.9)  | C+ (77-79.9)  | D+ (67-69.9)  |
| A (94.96.9)  | B (84-86.9) | C (74-76.9) | D (64-66.9) |
| A- (90-93.9) | B- (80-83.9) | C- (70-73.9) | D- (60-63.9) |

**It is up to each student to check on his or her grade deduction due to lateness or absences. Remember that your final Canvas percentage will not reflect deductions due to lateness or absences. This change will be made to your final grade that is submitted at the end of the term, but instructors make this grade deduction manually and it will not be reflected on Canvas during the course of the semester.**

A final grade of C– satisfies specified minimum requirements for Gordon Rule and Composition. Your exemptions for the writing portion of CLAST require a 2.5 combined GPA in ENC 1101 and 1102.

If any student has missed enough class work to prevent him or her from successfully completing the course requirements, (i.e. has failed to turn in one or more major assignments, or acquired enough absences to impact their final grade by one whole letter grade), instructors will recommend that the student drop the course.

Your instructor will notify you of opportunities for extra credit during the course of the semester. Activities could include quizzes during class, extra assignments regarding class readings, attending readings and programs on campus, and/or presenting at English Department events. Points will be assigned to each activity, and added to the students’ overall grade in the course.

**Attendance:**

Attendance is mandatory for all in-class, individual, and group meetings/conferences. It is your responsibility to contact the instructor regarding information about any missed work.

**For the purposes of this course, there is no differentiation between excused and unexcused absences. Students are allotted two absences free of penalty, regardless of the reason for missing class.** Students who have incurred more than two absences will have their final grade lowered by 1/3 of a grade for each missed class beyond two (e.g. if a student’s final grade is an “A-”, yet they have missed three classes, the final grade is a “B+”). Employment schedules, athletic training and practice schedules, and personal appointments are not valid reasons for scheduled absences. If an emergency or unforeseen situation should arise, please contact your instructor so appropriate action can be taken.

Please alert your instructor in advance regarding documented absences based on the following:

●  Court Imposed Legal Obligations (Jury Duty, court subpoena, etc.)

●  Military Duty

●  Religious Holy Days

●  Ongoing Medical Conditions. Note: In addition, students facing extenuating circumstances, such as a debilitating illness or injury (physical or mental) that inhibits him/her from attending class or completing assignments, must work with the appropriate on-campus organization, which will then act as a liaison on behalf of the student and help the instructor determine appropriate action. These organizations include the Center for Victim Advocacy & Violence Prevention, Students with Disabilities Services, and Students of Concern Assistance Team (SOCAT).

●  USF Athletics Participation: Note: Any student who intends to miss class because he or she is participating in a scheduled USF athletics event is expected to present a schedule of such events to his or her instructor by the third week of the semester if he or she intends to be absent for a class or an announced examination.

**Missing a scheduled conference with your instructor will be treated the same as any other absence.**

Remember that being physically present does not necessarily indicate mental “presence.” Instructors reserve the right to count any student absent who is not engaged with the class (i.e. sleeping, texting, Facebook-ing, tweeting, or not paying attention). Students should come to class and conferences prepared, which means that readings and assignments should be completed with great care. In addition, your conduct in class and during conferences, particularly the respect for and engagement with your classmates and instructor, affects your participation grade, which is calculated by instructor disgression.

**Tardiness:**

Please respect your classmates and your instructor by getting to class on time.  Your instructor will take attendance once at the beginning of class. Three tardies, to classes or conferences, will equal one absence.

**Conferences:**

Conferences have a variety of purposes such as to aid student invention and organization, give students the opportunity to ask questions, provide student assessment, direct course of research, define a manageable aspect of a topic, etc.

Students must attend at least two individual student conferences throughout the semester. In preparation for these conferences, instructors may ask students to write down specific questions, complete a brainstorming exercise, or prepare in other ways prior to coming to the scheduled meeting. Being tardy, absent, or unprepared for any conference will count as one absence.

**Policies for Late and Missed Work:**

All assignments must be completed on time. Your instructor will not accept late in-class assignments or late out-of-class homework assignments for any reason. Instructors may accept late drafts of major projects; however, late projects will be penalized (see below). Instructors will assign a date and a time when project drafts are to be uploaded to My Reviewers. My Reviewers notes the date and time that each document is uploaded, and instructors will use this stamped record to note when your essay has been submitted. If you are unable to complete work due to an unforeseen circumstance, please speak with your instructor so appropriate action can be taken.

Major Project Deductions:

● Any draft (intermediate, final) that is submitted on the due date, but after the designated submission time, will be penalized by 1/3 of a letter grade.

● For every 24 hours the project is late one *whole* letter grade will be deducted (an “A” becomes a “B” and so on).

**Revision Policy:**

This course focuses on the writing process, and a major component of that process is revision in response to feedback from an instructor and peers. Therefore, students may be penalized for submitting a final draft that has not been significantly revised. Your instructor may reduce your final draft grade by a full letter grade, and you may also lose the opportunity to receive instructor feedback.

**My Reviewers:**

My Reviewersis the companion site to the University of South Florida’s First-Year Composition Program and General Education writing courses. At My Reviewers, you can learn more about grading criteria, upload essays for review, conduct peer reviews, access Community Comments stylistic and grammatical exercises, and review teachers’ feedback. For Projects 1 through 3, this course requires you to upload the**intermediate and final drafts of your projects and conduct peer review**using My Reviewers at [http://myreviewers.org (Links to an external site.)](http://myreviewers.org/%22%20%5Ct%20%22_blank). [(Links to an external site.)](http://myreviewers.usf.edu/%22%20%5Ct%20%22_blank)

All FYC instructors will use My Reviewers when grading intermediate and final versions of major projects and peer review. My Reviewers will also be used by students to complete peer reviews (to include document markup, grammatical and stylistic Community Comments, and endnotes) of the Project I, II, and III intermediate drafts.

The following should be considered:

1. It is the responsibility of the student to upload projects to the correct folders for grading. To do this, students need to use their USF Net ID to log on to the following URL: [http://myreviewers.org (Links to an external site.)](http://myreviewers.org/%22%20%5Ct%20%22_blank). Student documents must be uploaded in .pdf form. There is a step-by-step instruction manual for uploading, viewing, and peer reviewing documents on My Reviewers.
2. It is the student’s responsibility to ensure that they have uploaded the correct draft. No extensions will be given for students failing to upload the proper draft on time.
3. Once instructors finish commenting on and grading students’ projects, students can log on to My Reviewers to view their grades and instructors’ comments.

**FYC Assessment Rubric:**

My Reviewers employs a rubric to enhance accuracy and consistency in grading.  In addition to enabling instructors to provide feedback regarding five criteria – focus, evidence, organization, style, and format – My Reviewers enables instructors to include comments on students’ documents. My Reviewers also provides instructors and students with an endnote text box that teachers can use to make substantive comments on students’ projects.

Students can learn more about the rubric that will be used to assess their writing by visiting the My Reviewers website at[http://myreviewers.org (Links to an external site.)](http://myreviewers.org/%22%20%5Ct%20%22_blank). [(Links to an external site.)](http://myreviewers.usf.edu/%22%20%5Ct%20%22_blank)

Instructors will make every effort to ensure that students will have at least 3-4 days to complete revisions.

**Turn It In:**

Instructors will ask students to submit their papers to Turn It In, a plagiarism detection site, through Canvas.

**Plagiarism and Academic Honesty:**

Plagiarism includes the use of a quotation, that is, the exact words of a text (interview, lecture, periodical, book, or website), without quotation marks and documentation; the paraphrasing of ideas or passages from a text without documentation; the inclusion from a text of information not generally known to the general public without documentation; and the following of the structure or style of a secondary source without documentation. To facilitate your understanding of the plagiarism policy, please see the FYC site (you must be signed on) at

[https://fyc.usf.edu/Policies/Grade%20Grievance%20Procedures.aspx (Links to an external site.)](https://fyc.usf.edu/Policies/Grade%20Grievance%20Procedures.aspx%22%20%5Ct%20%22_blank)

It is your responsibility to make yourself aware of these policies using the resources that are available—the FYC website documents, your e-text, and discussion with your instructor if necessary. Students who plagiarize will be subject to FYC’s policies as detailed at the link above. If a student has plagiarized, they will automatically earn an “F” on the assignment because each assignment in this course asks you to create an original argument that you author yourself. The ideas of others can inform your argument when they are properly attributed to their sources. Using the ideas or words of others without proper attribution, however, is not acceptable. Students who plagiarize will possibly earn an “FF” in the course, depending on the situation. Students who have questions regarding plagiarism should contact their instructor **before** submitting papers.

**End of Semester Evaluations:**

During the last few weeks of the semester, your instructor will ask you to complete an online teacher evaluation.

**Student Conduct Policies:**

A positive learning environment is important for students and instructors. Please observe common classroom courtesies:

* Turn off or silence cell phones before class begins. And please, no texting.
* We will be using laptops on designated days in class, and I will let you know ahead of time. If it is not one of those days, please don’t bring your lap top to class.
* While students are encouraged to provide criticism to help peers improve their work, disrespectful or disruptive behavior and comments will not be tolerated, online or in person.
* Submitting any work with intentionally inflammatory or offensive material is unacceptable.
* If any behaviors interfere with instruction, whether in the classroom or online, your instructor will then follow policies regarding your conduct from the USF Handbook.

**Disruption of Academic Processes:**

According to university policy, disruption of academic process is defined as the act or words of a student in a classroom or teaching environment, which in the reasonable estimation of a faculty member: (a) directs attention from the academic matters at hand, such as noisy distractions; persistent, disrespectful, or abusive interruptions of lecture, exam, or academic discussions, or (b) presents a danger to the health, safety, or well-being of the faculty member or student. Consequences for disruption of academic process will depend on the seriousness of the disruption. Please see the Disruption of Academic Process policy at[http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf#page=13 (Links to an external site.)](http://www.ugs.usf.edu/pdf/cat1213/08ACADEMICPOL.pdf%22%20%5Cl%20%22page%3D13%22%20%5Ct%20%22_blank)

**Disability Accommodations:**

Students in need of academic accommodations for a disability may consult with the Office of Students with Disabilities Services to arrange appropriate accommodations. Students are encouraged to meet with the instructor during the first week of class to discuss accommodations (see Student Responsibilities:[http://www.asasd.usf.edu (Links to an external site.)](http://www.asasd.usf.edu/%22%20%5Ct%20%22_blank)) and are required to give reasonable notice prior to requesting an accommodation. As accommodations are NOT retroactive, any grades earned before a student requests accommodations will stand. Each student must bring a current *Memorandum of Accommodations*from the Office of Student Disability Services that is a prerequisite for receiving any accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks’ notice. All course documents are available in alternate formats if requested in the students’ *Memorandum of Accommodations* (see faculty responsibilities:[http://www.asasd.usf.edu/faculty.asp (Links to an external site.)](http://www.asasd.usf.edu/faculty.asp%22%20%5Ct%20%22_blank))

The SDS can be an excellent resource for students with disabilities:[http://www.sds.usf.edu/ (Links to an external site.)](http://www.sds.usf.edu/%22%20%5Ct%20%22_blank)

**Technology Requirement:**

ENC 1101 requires consistent access to the Internet, My Reviewers, Canvas, word processing, and a printer. Not having access to a computer will not be an acceptable excuse for not having checked the syllabus for homework or not having checked your USF email for class announcements. You are required to check your USF email account on a regular basis, and use of this account is mandatory. If you use an e-mail address other than your USF address, you will be required to forward your USF mail to your regular e-mail address so that you do not miss any announcements. (Note that when you forward USF e-mail to some Internet accounts such as Yahoo and Hotmail, your messages will sometimes be delayed by two days.) Students who come to the university without necessary computer skills are provided access to numerous resources, including an IT Help Desk that is available by phone (866-974-1222) or e-mail (http://it.usf.edu/help) and free online tutorials through Atomic Learning (available through Canvas).

USF students have access to free printing (up to $2.50 a day) and computer use in the library, campus computer labs, and the Marshall Center.

**Incomplete Grade Policies:**

The grade of “I” (Incomplete) will be given for only very compelling reasons. Assigning a student the grade of “I” for ENC 1101 or 1102 must be approved by the instructor and the Director of Composition. For more information, refer to the USF Undergraduate Catalog’s “I” Grade Policy:[http://www.ugs.usf.edu/catalogs/catdl.htm (Links to an external site.)](http://www.ugs.usf.edu/catalogs/catdl.htm%22%20%5Ct%20%22_blank).

**Grade Grievance Policy:**

The English Department, like other departments at USF, follows USF’s Grievance Procedures:[www.sa.usf.edu/dean/docs/USF\_handbook.pdf#page=14 (Links to an external site.)](http://www.sa.usf.edu/dean/docs/USF_handbook.pdf%22%20%5Cl%20%22page%3D14%22%20%5Ct%20%22_blank). Accordingly, please note that USF only changes grades when the review process determines that an *incorrect grade*has been assigned: The term “incorrect” means the assigned grade was based on something other than performance in the course, or that the assignment of the grade was not consistent with the criteria for awarding of grades as described in the course syllabus or other materials distributed to the student. In the case of all other academic grievances, the University reserves the right to determine the final outcome. In other words, you may disagree with an instructor’s grade on an assignment, yet this disagreement does not constitute sufficient evidence to warrant a change of grade. However, if an instructor made a mathematical error or based your grade on something other than his/her assessment of your performance in a course, then a grade change could be warranted.

A student interested in disputing a grade needs to carefully review the student Academic Grievance Procedure outlined at the First Year Composition website:[https://fyc.usf.edu/Policies/Grade%20Grievance%20Procedures.aspx (Links to an external site.)](https://fyc.usf.edu/Policies/Grade%20Grievance%20Procedures.aspx%22%20%5Ct%20%22_blank).

He/she should first meet with his/her instructor, as mentioned in the grievance procedure. Should a student wish to proceed with a grade grievance after the teacher meeting, he/she should contact Dr. Dianne Donnelly, Associate Director of First-Year Composition, for a grade grievance conference. Students may then file a notification *letter*within three weeks of the triggering incident to Dr. Donnelly, Department of English, CPR 107, 4202 E. Fowler Avenue, Tampa, FL 33620. Be sure to specify precisely why you believe the grade needs to be changed based on USF’s Academic Grievance Procedure.

**Emergency Plans:**

In the event of an emergency, it may be necessary for USF to suspend normal operations. During this time, USF may opt to continue delivery of instruction through methods that include, but are not limited to: Canvas, Elluminate, Skype, e-mail messaging and/or an alternate schedule. It’s the responsibility of the student to check for communication from their instructor and/or the university.

**Writing Studio:**

USF's Writing Studio, [http://guides.lib.usf.edu/writing (Links to an external site.)](http://guides.lib.usf.edu/writing%22%20%5Ct%20%22_blank), offers assistance to any student who wants to improve his or her writing skills. Rather than offering editing assistance, during a session in the Writing Studio, consultants and students work together to enhance the organization, development, grammar, and style of any type of writing across the disciplines. Students are encouraged to visit the Writing Studio at any stage during the writing process, from brainstorming and pre-writing to final polishing. The USF Writing Studio is conveniently located in the Library Learning Commons. Walk-ins are welcome dependent on availability, but students are encouraged to make an appointment by visiting the Writing Center during office hours or calling 813-974-8293. Additional feedback is available via SmartThinking, an online tutoring center, which is accessible via Canvas.

**Additional Resources:**

**Plagiarism Information:[http://fyc.usf.edu/Policies/Plagiarism%20Main.aspx](http://fyc.usf.edu/Policies/Plagiarism%20Main.aspx%22%20%5Ct%20%22_blank)**[(Links to an external site.)](http://fyc.usf.edu/Policies/Plagiarism%20Main.aspx%22%20%5Ct%20%22_blank)

**Students with Disabilities Responsibilities:[http://www.asasd.usf.edu/](http://www.asasd.usf.edu/%22%20%5Ct%20%22_blank)**[(Links to an external site.)](http://www.asasd.usf.edu/%22%20%5Ct%20%22_blank)

**USF Counseling Center:[http://usfweb2.usf.edu/counsel/](http://usfweb2.usf.edu/counsel/%22%20%5Ct%20%22_blank)**[(Links to an external site.)](http://usfweb2.usf.edu/counsel/%22%20%5Ct%20%22_blank)

**Purdue OWL:[http://owl.english.purdue.edu](http://owl.english.purdue.edu/%22%20%5Ct%20%22_blank)**[(Links to an external site.)](http://owl.english.purdue.edu/%22%20%5Ct%20%22_blank)**/**

**USF Writing Center:[http://www.lib.usf.edu/writing/](http://www.lib.usf.edu/writing/%22%20%5Ct%20%22_blank)**[(Links to an external site.)](http://www.lib.usf.edu/writing/%22%20%5Ct%20%22_blank)

**INTO USF Tutoring Center (for Accelerated PW students):** **[http://www.usf.edu/intousf/resources/index.aspx](http://www.usf.edu/intousf/resources/index.aspx%22%20%5Ct%20%22_blank)**[(Links to an external site.)](http://www.usf.edu/intousf/resources/index.aspx%22%20%5Ct%20%22_blank)