ENC 1101 Fall Syllabus
First-Year Composition
University of South Florida

Instructor:     Course Location:
Email:      Course Time:
Office Location:    Section:
Office Hours:     Course Website: http://fyc.usf.edu

Required Texts


Course Description
ENC 1101 is designed specifically to introduce you to academic writing and the associated conventions, styles, and qualities. Throughout the course of the semester, you will develop information literacy skills through reading comprehension and research, refine your critical thinking processes through exploring historical perspectives and visual images, and critically reflect upon your own visual and textual compositions [1].

To facilitate this transition, the First-Year Composition curriculum has student writing at the basis of each class. Throughout the course of the semester, all ENC 1101 students should

• conference at least twice with their instructor on a one-on-one basis;
• compose four major writing projects, write in-class essays to help prepare them for written examinations in college, and write informally on a weekly basis;
• receive feedback multiple times from instructors on each project using My Reviewers <http://myreviewers.usf.edu>;
• and receive and give feedback to their peers, using My Reviewers <http://myreviewers.usf.edu>.

Objectives for ENC 1101
As students take courses in various disciplines, they are introduced to multiple genres, from brief in-class written exams to research reports, lab reports, medical narratives, business reports, legal briefs, field notes, and more. As such, being an effective writer is tied to the ability to assess each communication situation for purpose and audience. Depending on the writing’s purpose and the intended audience, writers make appropriate choices as to whether they should employ the first-person or the third-person point of view and whether evidence should be based on experience or on textual research. They also make choices as it relates to document design and accepted documentation style.

The discussion that follows further introduces each ENC 1101 student (you) to some conventions of academic discourse that disciplinary communities across the university tend to share.
Write and Think Rhetorically
As undergraduates move from one disciplinary community (e.g., business, engineering, science, medicine, architecture, law, etc.) to another, they are challenged to adopt different points of view, employ new research methodologies, and write with a variety of voices. An important aspect of a university education, therefore, is learning how to assess and think rhetorically about one’s rhetorical (communication) situation.

Write Using Different Points of View
Point of view is one element that writers need to consider when assessing a communication situation. Undergraduates are likely to face circumstances when writing in the first-person perspective is not the most appropriate choice. As you negotiate your writing spaces through the four projects in ENC 1101, you will alternate between first-person and third-person point of view. For example, a personal narrative would be written in first-person point of view, while the summary and synthesis of a scholarly conversation would be written in third person.

Understand the Writing Process
Writers learn by writing and by receiving reviews from readers—including peers, teachers, and co-workers. When academic writers submit texts for publication to disciplinary journals or publishers, these texts are peer-reviewed by other disciplinary experts. This publication process relies on a time-honored tradition: critical feedback from readers.

ENC 1101 emphasizes critical feedback from writers. As My Reviewers is the online platform for sharing drafts and critical commentary with teachers and peers, you will use My Reviewers <http://myreviewers.usf.edu> to conduct peer reviews and receive feedback from your peers and your teacher.

Practice Diverse Modes of Inquiry
ENC 1101 focuses on three dominant forms of inquiry—textual research, historiography, and rhetorical analysis.

- **Textual Research:** ENC 1101 provides an introduction to information literacy, including the ability to locate, assess, quote, paraphrase, and summarize textual research.

- **Historiography:** Writing is a social practice, and knowledge-making is a socially-constructed, rhetorical activity. When researching events, people or concepts, academics often employ a historical perspective. They question how interpretations of events, people, and concepts have changed over time and how interpretation is interwoven with materialistic practices and ideology. ENC 1101 introduces historiography as a method of inquiry. In particular, you will evaluate how interpretations of events, people, and concepts evolve (or do not change) over time; you will also explore scholarship and research as conversation embedded in cultures or discourse communities.

- **Rhetorical Analysis:** Writers in the humanities often practice rhetorical analysis; they question how they need to reshape a message when they push the message via multiple media (texts, blogs, video, tweets, etc.).

Qualities of Academic Writing
Professors and expert readers have high expectations for academic writing. For example, when assignments call for textual research, professors typically are concerned with the quality of the thesis and the way in which students integrate their sources.
ENC 1101 provides a thorough introduction to the common elements of effective writing. In the textbook we have developed for the course as well as in the pedagogical support materials for My Reviewers, we have provided definitions and illustrations of the following elements of effective academic writing: Focus, Evidence, Organization, Style, and Format.

By the end of the semester, you will have learned to think rhetorically, to understand and employ a variety of writing strategies, to conduct research, and to interpret, critique, summarize, and paraphrase texts.

**Major Projects and Assignments**

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<thead>
<tr>
<th>Assignments</th>
<th>Percentage</th>
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<tr>
<td><strong>Homework/Classwork</strong>&lt;br&gt;You will be assigned a variety of different homework and classwork tasks, including quizzes, critical reading assignments, and other teacher assigned work.</td>
<td>10%</td>
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<td><strong>Peer Review</strong>&lt;br&gt;For projects 2-4, you will be asked to participate in meaningful peer review using My Reviewers.</td>
<td>10%</td>
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<td><strong>Conferences</strong>&lt;br&gt;You will attend at least two individual conferences with the instructor to help in the development of your writing.</td>
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<td><strong>Project One: Writing from Experience</strong>&lt;br&gt;Project One asks you to write a 600-700 word personal narrative that describes an experience and uses that experience to tell readers something important about the writer.</td>
<td>15%</td>
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<td><strong>Project Two: Summarizing Scholarly Conversations</strong>&lt;br&gt;Project Two, a 600 word bibliographic essay, asks you to understand the conversation surrounding your chosen topic by examining four relevant sources. Two of these sources must be at least ten years apart so that you can see how interpretations of an event, concept, or person evolve over time and that textual scholarship is an ongoing conversation.</td>
<td>20%</td>
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<td><strong>Project Three: Reflecting on Original Research</strong>&lt;br&gt;Project Three, a 600-800 word reflection, asks you to think carefully about how audience and purpose, as well as medium and genre, affect your choices as composers and reflect carefully on a new dimension of your topic.</td>
<td>15%</td>
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<td><strong>Project Four: Joining the Scholarly Conversation</strong>&lt;br&gt;In Project Four, a 1000-1200 word essay, you will compose a polished essay that asserts an arguable thesis that is supported by research and sound reasoning.</td>
<td>30%</td>
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**End of Semester Evaluations**

During the last three weeks of the semester, your instructor will ask you to complete Teacher evaluation. The course evaluation will be available at the following link: [https://usfweb3.usf.edu/fyc/](https://usfweb3.usf.edu/fyc/). This link will only be accessible from Week 13 to Week 16. Help us improve the writing program by providing your feedback. It shouldn’t take more than a few minutes.
Technology Requirement
From Web-based assignments and material to e-mail and Blackboard, ENC 1101 requires consistent access to the Internet, 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 address for class announcements. You are required to check your USF email account. (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 attentive help desk that is available by phone or e-mail (http://it.usf.edu/help) and numerous free computer training classes.

Guidelines for Online Writing
Occasionally, your instructor may ask you to write in spaces where others outside the class can read your work--perhaps on completely public websites and perhaps on semi-public websites where only USF students and faculty will be able to read your work. When writing online for class, you have some rights and some responsibilities that you should keep in mind:

• You have the **right** to hide your identity when writing on public websites. You will never be required to label writing with your real name on a public site unless you want to.

• You have the **right** to your own grades. Your instructor will never assess your work in public or add a "good job" or "bad job" comment to something you've publicly written.

• But remember, you also have the **responsibility** to be kind and tolerant of other perspectives when writing online. Remember that people will often sound more critical than they meant to sound; give them grace by responding kindly, walking away, and never initiating divisive, hateful language. In extreme situations, your instructor may count intolerant language online as a disruption of the academic process, as described in the undergraduate catalog.

• You also have the **responsibility** to think of the future. Writing done in public spaces is often stored forever on sites like [archive.org](http://archive.org), whether or not you delete embarrassing or mean things. Don't write anything online that you wouldn't want your future employer to read.

Public Blog and Public Wiki
Your instructor may ask you to write at two spaces that the FYC program created specifically for students’ use. Both of these sites require you to log in to prove that you are a student enrolled in ENC 1101. In a sense, these spaces are semi-public spaces: your writing there will be read by as many as 4,000 other FYC students, but not by anyone else online. Both sites also can be used in different ways depending on your instructor’s preferences. For example,

• Our **public wiki** ([The Public Square](http://fyc.usf.edu/The%20Public%20Square)) can be used as a place for instructors to share material with you, for you to collaborate with students in other sections of composition, or for you to work on group projects.

• Our **public blog** ([The Symposium](http://fyc.usf.edu/thesymposium)) can be a place for you to post weekly or only on special occasions--say, when responding to a reading or proposing an area of study.

Uploading to SafeAssign
This course may require you to submit your paper to a plagiarism detection site called SafeAssign, which is accessed through Blackboard. In order to comply with federal (FERPA) and state privacy laws, you are not required to include personal identifying information such as your name, SSN, and/or U# in the body of the work (text) or use such information in the file naming convention prior to submitting. Please follow carefully your instructor’s instructions regarding what identifying information to include. Your submission will be placed in the course grade center in your account that can be accessed by the instructor and attributed to you.

**Uploading to My Reviewers**

For Projects 2 through 4, this course requires you to upload the intermediate and final drafts of your projects to My Reviewers at [http://fyc.usf.edu](http://fyc.usf.edu).

My Reviewers is 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 review, and access teachers’ feedback and grading.

**Grading**

Depending on your instructor, you may be able to access your grades on Blackboard throughout the semester. Your instructor may grade you on a 1 to 100% basis or a letter-grade basis. The Blackboard 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:

<table>
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<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>(97–100) 4.00</td>
</tr>
<tr>
<td>A</td>
<td>(94–96.9) 4.00</td>
</tr>
<tr>
<td>A–</td>
<td>(90–93.9) 3.67</td>
</tr>
<tr>
<td>B+</td>
<td>(87–89.9) 3.33</td>
</tr>
<tr>
<td>B</td>
<td>(84–86.9) 3.00</td>
</tr>
<tr>
<td>B–</td>
<td>(80–83.9) 2.67</td>
</tr>
<tr>
<td>C+</td>
<td>(77–79.9) 2.33</td>
</tr>
<tr>
<td>C</td>
<td>(74–76.9) 2.00</td>
</tr>
<tr>
<td>C–</td>
<td>(70–73.9) 1.67</td>
</tr>
<tr>
<td>D+</td>
<td>(67–69.9) 1.33</td>
</tr>
<tr>
<td>D</td>
<td>(64–66.9) 1.00</td>
</tr>
<tr>
<td>D–</td>
<td>(60–63.9) 0.67</td>
</tr>
</tbody>
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It is up to each student to check on his or her grade deduction due to lateness or absences. Remember that your final Blackboard percentage will not reflect deductions due to lateness or absences.

For final grades, averages within the range between these points will go to the higher grade. A final grade of C– satisfies specified minimum requirements for Gordon Rule and Composition. You exemptions for the writing portion of CLAST require a 2.5 combined GPA in ENC 1101 and 1102.

**Incomplete Grade Policy**

The grade of “I” (Incomplete) will be given for only very compelling reasons. Assigning a student the grade of “I” for ENC 1101 or II 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/0910.cattoc.htm](http://www.ugs.usf.edu/catalogs/0910.cattoc.htm).

**Grade Grievance Policy**

The English Department, like other departments at USF, follows USF’s Grievance Procedures: [http://www.ugs.usf.edu/catalogs/catdl.htm](http://www.ugs.usf.edu/catalogs/catdl.htm). 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 you. In the case of all other academic grievances, the University reserves the right to determine the final outcome based on the procedures detailed herein. 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 http://www.ugs.usf.edu/catalogs/0910/cattoc.htm. He/she should first meet with his/her instructor, as mentioned in the grievance procedure. Thereafter, he/she should set up a meeting with Dr. Dianne Donnelly, Associate Director of First-Year Composition by contacting her at ddonnelly@usf.edu to discuss any grade disputes. Students should also 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.

Policy for Making Up Missed Work
All assignments must be completed on time. Your instructor will not accept late in-class assignments or late out-of-class assignments. Your instructor may accept late major projects; however, late projects will be penalized. For each class day the project is late (for up to a limit of two weeks), one whole letter grade will be deducted (an “A” will become a “B” and so on.) For example, if a project is due on Tuesday and it is submitted on Wednesday then a paper with an A grade would receive a B grade. If the paper were due on Friday and it was turned in on Tuesday, the A grade would become a C grade (weekends do not count for more than a day).

Disability Accommodations
Any student with a disability should be encouraged to meet with the instructor privately during the first week of class to discuss accommodations (see Student Responsibilities: http://www.sds.usf.edu/You.htm). Each student must bring a current Memorandum of Accommodations from the Office of Student Disability Services that is prerequisite for receiving accommodations. Accommodated examinations through the Office of Student Disability Services require two weeks’ notice. All course documents are available in alternate format if requested in the students’ Memorandum of Accommodations (see faculty responsibilities: http://www.sds.usf.edu/faculty.html).

Attendance Policy
- Attendance is mandatory. This is not a lecture class. Class meetings will be spent engaged in activities that will directly and immediately address your needs as a writer.
- It is impossible to “make up” missed days.
- Unexcused absences on any day that one of the four writing projects is due will result in one whole grade off per class day the paper is late.
- Missing a scheduled conference with your instructor will be treated the same as any other absence.
• Starting with the third tardy, every two tardies will count as one unexcused absence. (For example, your third tardy counts as one unexcused absence, your fifth tardy counts as a second unexcused absence, your seventh tardy is a third unexcused absence, etc.)

Attendance
Attendance is mandatory. This is not a lecture class. Class meetings will be spent engaged in activities that will directly and immediately address your needs as a writer. As a writer, it is your responsibility to contact the instructor regarding information about any missed work. If you must miss two or more consecutive classes, communication with your instructor is vital. Missed days cannot be completely made up because of the nature of in-class work, but your instructor will assign an alternative assignment(s) to compensate for what is missed during a documented, excusable absence; as such, assignments will be accountable and grades will not be prorated. These “alternative assignments” will be decided by your instructor and can range from the writing of a 1,000 word essay to the taking of a quiz or exam that covers the missed material. Please note that alternative assignments decided by your instructor only apply to documented, excusable absences.

Excusable absences may include the following:

☐ Jury Duty: If a student serves as a juror, class absences will be considered excused only when the student provides advance notice to the instructor, when the instructor acknowledges the request, and when the student provides written verification of jury selection and proof of service.

☐ Military Duty: If a student serves in the military, class absences will be considered excused when the student provides advance notice of such military duty to the instructor, and when the instructor acknowledges the request and the student provides written verification of proof of service.

☐ Religious Days: Should a student be absent because of a religious holiday, the student is expected to notify his or her instructor by the third week of the semester, if she or he intends to be absent for a class or an announced examination. Students who anticipate the necessity of being absent from class due to the observation of a major religious observance must provide notice of the date(s) to the instructor, in writing, by the second class meeting. All excused absences (due to illness, emergency, religious holiday, etc.) need to be cleared with your instructor.

☐ Medical Conditions: Any student who is absent because of illness is expected to provide written documentation of his or her illness.

☐ USF Athletics’ Participation: Any student who intends to miss class because he or she is participating in a schedule USF athletics’ event is expected to present a schedule of such participating 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.

Unexcused absences on any day that one of the three Writing Projects is due will result in one whole grade off per class day the paper is late. Missing a scheduled conference with your instructor will be treated the same as any other absence. If any student has missed enough class work to prevent the student from successfully completing the course requirements, your instructor will recommend that the student drop the course.

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

- Turn off your cell phone before class begins; your instructor will not permit the use of cell phones during any in-class activities, and may, at his or her discretion, deduct points from in-class activity grades for those students who continue to access their phones.
- If you bring your laptop, ask for your instructor’s permission and guidelines before you use it in class.
- Conduct yourself in a cooperative, orderly, and professional manner.
- Be considerate about your instructor’s expectations for online communications. Some readers find Internet shorthand to be offensive.
- 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 Process
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. Punishments for disruption of academic process will depend on the seriousness of the disruption and will range from a private, verbal reprimand to dismissal from class with a final grade of “W,” if the student is passing the course, shown on the student record. If the student is not passing, a grade of “F” will be shown on the student’s record. If we all treat each other respectfully, we will find ourselves in a wonderfully positive learning environment. You’ll come away with a rich educational experience, and your teachers will be delighted to have had you as a student.

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. For additional information, please see http://fyc.usf.edu/SitePages/Understanding%20and%20Avoiding%20Plagiarism.aspx

After reading this information, you will be required to do the following:

- Sign the Classroom Policies Agreement Form, which your instructor will keep on file.
- Pass the Plagiarism Quiz. Your instructor will also ask you to complete an exercise in MLA documentation.

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 Blackboard, Elluminate, Skype, and e-mail messaging and/or an alternate schedule. It’s the responsibility of the ENC 1101 student to monitor the Blackboard site for each class for course-specific communication, and the main USF, College, and department websites, emails, and MoBull messages for important general information.

[2] Note: *The Everyday Writer* may also be required for ENC 1102.

[3] Note: Your instructor may make minor adjustments to this document, but the grade breakdown will not be changed.