

State College of Florida, Department of Language & Literature
ENC1101.21472
Mon. & Wed. @ 9:30-10:50
Spring 2023 Syllabus.

Professor Rodger Tornai. tornair@scf.edu

Office Hours: **M,W 12:00-2:30/ T,R 12:00-2:00** (Fri. 10:00-12:00 Microsoft Teams by appt.)

Required text: *The Norton Field Guide to Writing with Readings*. 6e (Goggin & Daly). ISBN:
9780393543766

Orwell, George. *Animal Farm*. Penguin, 1946. ISBN: 9780451526342

Location: building 9, room 103

Office/Telephone:

SCF L&L Department: Building 9, suite 139.

(941) 752-5242 (ext. 6-5471 during office hours).

STUDENT LEARNING OUTCOMES:

The specific outcomes of this course are outlined in detail at:

<http://scf.edu/Academics/CoursePerformanceStandards.asp>

Course assignments and activities are designed around these objectives.

1. Fulfill writing requirements as mandated by SBE 6A-10.30, also known as the Gordon Rule.
2. Draft, edit, and produce well-organized, multi-paragraph essays with grammar, style, and tone appropriate for the college level.
3. Conduct research using valid resources including print, database, and web-based sources.
4. Write a multi-paragraph, thesis-driven, properly documented research essay while avoiding plagiarism by using an approved documentation style.
5. Effectively apply the skills necessary for in-class, timed writing assignments.
6. Effectively deliver a presentation.
7. Apply effective interpersonal communication skills by participating in collaborative projects, research, and peer review.
8. Apply current information literacy skills through the professional use of email, online forums, and other forms of technology.
9. Apply college-level analytical and evaluative reading skills to course assignments.

Course Description: ENC 1101 Written Communication I (3) (A.A.) Prerequisite: ENC 0020 or 0025C or 0025 or 0022 and REA 0002 or 0017 or 0019 or appropriate score on English and Reading placement tests or classified as "exempt" from placement test. This course meets Area I of the A.A./A.S. general education requirements and the Gordon Rule requirements. This course encompasses grammar and diction review, composition, expository writing, work with both primary and multiple source themes, instruction in the use of the library and writing the research paper and practice in oral communication.

Gordon Rule:

This course meets the Florida State Board of Education Rule Number 6A-10.30. In accordance with this rule, students will complete six semester hours of English and six semester hours of additional coursework in which the student must demonstrate college-level writing skills. SCF requires a minimum of 6,000 words in each of these Gordon Rule courses. A grade of C or better is required for credit in Gordon Rule classes.

No-Show Policy: Students who do not drop a course that they have never attended will be reported as a No-Show by the course instructor during the No-Show period. This drop may have financial aid implications for the student who is dropped.

Withdrawal Policies:

A withdrawal is a change in the student's course schedule where one or more courses are withdrawn before the end of the term. Withdrawn courses appear on the student's transcript as a "W" and are classified as attempts. No refunds are permitted for withdrawn courses. Withdrawal from a Course or Complete Withdrawal from the College (No Refund)

Withdrawing from the College - Withdrawal is defined as a complete separation from State College of Florida for a particular semester. A student can withdraw from courses online but may not withdraw from the last registered course online. Students withdrawing from all courses must complete a withdrawal form, meet with a representative from Financial Aid and Academic Advising, then submit the completed form to the Office of the Registrar by the withdrawal deadline as published in the Academic Calendar, Catalog, or on the SCF website. Failure to follow this procedure may result in a grade of "F" being assigned for each course for which the student is registered. No fee is charged for withdrawals.

Financial Aid Impact:

Federal financial aid Title IV policy requires colleges to calculate how much aid a student has earned if they withdraw or stop attending prior to the completion of a semester. If the withdrawal date is less than 60.1% of the semester, the student may have to return a portion of the aid received, as well as owe the State College of Florida (SCF) a portion of the tuition and fees. A student who remains enrolled beyond the 60% point, has earned all aid for the semester for which the aid was awarded.

If a student unofficially withdraws (stops attending) or a student's academic transcript reflects unsuccessful completion of all courses in a term, SCF will calculate aid based on the latter date from one of the following academic related activities: 50% completion date of the term or official documented last date of attendance/activity.

Withdrawing from a course(s) - Course withdrawal is defined as withdrawal from one or more classes for a term but not complete withdrawal from the college. Failure to completely process a drop form or drop a class online may result in the student being assigned a grade of "F".

Withdrawing from a one or more courses during the semester, without complete withdrawal from the college, may have an impact on both the amount of aid received for the semester and a student's academic eligibility to continue receiving financial aid for future enrollment.

Withdrawal Grading -SCF encourages the student to discuss a withdrawal with the instructor, Financial Aid, and academic advisor before withdrawing from a course. If the student withdraws from the college, they are required to meet with Financial Aid and Academic

Advising prior to submitting the completed Withdrawal Form to the Office of the Registrar. A student enrolled in an accelerated and/or short-term course may withdraw without academic penalty at any time prior to the withdrawal deadline specific to the course.

Late withdrawal -A student may appeal for a late withdrawal by completing a Late Withdrawal Appeal Form, accompanied by an explanation why the deadline was missed and include any documentation that would aid in the appeal review should be directed to the Academic Dean on the student's primary campus. The Academic Dean has final authority for this appeal. If the appeal is granted, the academic grade would be changed to a 'W' without GPA consequences. Students may obtain a Late Withdrawal Appeal Form from the Advising Center. Effective Fall 1997, the state mandated a student will be permitted a maximum of three attempts per course. An "attempt" is defined as registration in a class after the end of the registration period. All withdrawal policy statements apply to part-time as well as full-time degree-credit and developmental students.

Faculty Withdrawal:

Before the course withdrawal deadline (60 percent of the term) a faculty member may withdraw a student when the student has stopped attending class and has not formally withdrawn from the course by the withdrawal deadline. A faculty member can withdraw a student for excessive absences, excessive tardiness, academic misconduct, or another similar reason, as noted in the faculty member's respective syllabi. A grade of W will be recorded. The grade is recorded on the student's permanent academic record. Fees are applied for all courses accordingly and are counted as attempted courses.

Statement of Plagiarism:

If appropriate to your course, state this directly: Plagiarism is the use of ideas, facts, opinions, illustrative material, data, direct or indirect wording of another scholar and/or writer—professional or student—without giving proper credit. Expulsion, suspension, or any lesser penalty may be imposed for plagiarism.

Honorlock Online Proctoring

In cases where written work does not match answers submitted on an exam or Honorlock flags an exam as suspicious, faculty may ask students to re-work test questions in real time. In the event a student cannot satisfactorily reproduce the work submitted during the proctored test session, students may face sanctions for an academic integrity violation. Sanctions may include the loss of the privilege of using Honorlock online proctoring which could result in remaining tests being proctored in person.

Regular and Substantive Interaction for Online courses:

The US Department of Education has issued updated rules on distance education. The updated rules state regular and substantive instructor/student interaction in online courses should take place on a predictable and scheduled basis and in a substantive manner that engages students through teaching, learning, and assessment as well as in at least two of the following activities: providing direct instruction such as via synchronous virtual instruction; assessing or providing substantive and timely feedback on a student's coursework; providing information or responding

to questions about the content or competency; or other approved substantive instructional activities.

Course/Class Policies

There is a lot of valuable information on the Canvas course landing page that we will peruse together. However, policies specific to S.C.F. and my class are provided below. Note: although some will not be subject to debate, I may find moving forward a policy I have specified might need to be altered to your benefit. Likewise, there may be times when I drop the ball; you will never be punished for my fumbling.

Class Structure: This course will be based on a Preview/Review model. You are expected to complete assigned readings before class. The projects are scaffolded to emphasize the writing process meaning each assignment contributes to the next culminating in completed academic essays/presentations. Missing a class or assignment is not entirely unexpected, but continued delinquency will be detrimental to success in the course.

Technology policies- Use of phones should be limited to emergencies and class contribution. If you need to Google something to help you understand or contribute, please do. However, you are expected to engage with tech. with respect to course material and class discussion. You will need dependable access to the internet, Canvas and a trustworthy device more outside of class than in. A lack of technology will not be considered a valid reason for missed or late work (expect things to happen and plan accordingly). However, some may opt simply to engage in class with pen and paper, and I respect that. Studies have proven writing aids in memory retention so don't discount the value of engaging the material in the old-fashioned way as well. The majority of the coursework is centered around the assigned text. All assignments will be submitted through Canvas and supplemental course material will be in the appropriate Canvas modules.

Tardiness policies- Being late happens. Try not to make a habit of it. If you do arrive late, please enter quietly so as not to interrupt discussion. Continued or persistent tardiness will be considered a disruption and result in loss of attendance/participation points.

Email expectations- All outside communication with me will take place either through Canvas or through your S.C.F. Outlook email accounts. Any other forms of communication will not be recognized. I will not answer emails from any other addresses. This is for your protection. I try to answer student emails once daily. If you have a question about the material, raise your hand or see me during office hours. If you have concerns about your standing in the class, set an appointment with me during office hours (posted on the Canvas landing page and in the syllabus). If there is an emergency, I will do my best to get back to you immediately. Note that I will not answer emails on Saturdays. Also, I am not a fan of answering through email questions for which answers are readily available on Canvas, in the syllabus, the readings or that I have repeated in class. Save questions about course material for class if possible. If I respond simply "Check Canvas," well, check Canvas. Self-governance is an important skill in college.

Attendance/Participation-

Attendance and participation are not mutually exclusive in this class. Attendance is for record; participation is for credit (10% of your overall grade). No More than 2 absences will be considered for exception. 3 or more absences may require intervention or punitive measures. Continued tardiness will likewise be grounds for intervention and possible loss of points. Communicating with me before hand is expected if possible and is considered Participation.

The best way to ensure high participation scores is engaging in “P’s & Q’s” discussions, asking questions and engaging in discussion, communicating with me regarding any issues, demonstrable improvement in coursework, and just consistently being in your seat. A note about Participation Points: I reserve 10% of total possible points for Participation to raise students’ overall course grade as I see fit. For example, if your overall score at the end of the semester is 86%, I could raise this up to 96% based on participation. I will never lower your grade, but no rubric or grading metric can capture the effort students put into their experience. I value that effort (see “Grading” for more info).

Inclusive classroom and behaviors- I expect everyone to attempt to contribute to class discussions. We are a community comprised of many different individuals. I ask that we keep our language as inclusive and respectful as we can. Free speech is not a green light to troll people, and I expect us all to remain mature and open in our conversations.

Accommodations- If you require specific accommodations, I will work within S.C.F. and D.R.C. guidelines to help you however I can. Such accommodations concurrent with S.C.F. policies should be addressed in the first week of class if possible. If required, please contact the [Disability Resource Center \(DRC\)](#). No accommodations will be retroactively considered.

Covid Concerns- No one is under obligation to disclose vaccination status to anyone else in this class (See [S.C.F. COVID 19 policies here](#)). Whether you are or are not, or no matter how you feel about masking/vaccination, we will respect one another’s right to an inclusive, safe, and productive learning environment. Mask wearing, per S.C.F. policy, is optional but strongly recommended for unvaccinated individuals. However, wearing a mask is not an indicator of vaccination status nor is not wearing one automatically an ideological marker. We are here to help each other learn; that requires teamwork and a mutual respect for each other’s efforts.

Content warnings- I will try my hardest to facilitate an open forum of discussion. Bear in mind, although I expect all to participate, you do not have to share anything you are not comfortable sharing: be it in discussion or writing. This includes medical or vaccination status. Further, I am not here to censor you. I can handle about anything. I only ask that you respect your peers, think before you speak, and present your writing with maturity and style. Do note the “[Responsible Employee](#)” policy that states I must report any statements that suggest imminent harm to self or others.

Recording Policy (CAUSE OF ACTION) —A person injured by a violation of whose expressive rights are violated by an action prohibited under this section may bring an action: (a) Against a public institution of higher education based on the violation of the individual's expressive rights in a court of competent jurisdiction to obtain declaratory and injunctive relief

and may be entitled to damages plus court costs and reasonable attorney fees, which may only be paid from nonstate funds, reasonable court costs, and attorney fees. (b) Against a person who has published video or audio recorded in a classroom in violation of paragraph (3)(g) in a court of competent jurisdiction to obtain declaratory and injunctive relief and may be entitled to damages plus court costs and reasonable attorney fees, with the total recovery not to exceed \$200,000.

(3)(g): A recorded lecture may not be published without the consent of the lecturer” (HB 233, revision 2021). I do not consent to any publication of my recorded lectures or otherwise without my expressed written consent.

Expectations (what you can expect from me and what I expect from you)- I expect you to commit to your own success. I expect you to own your experience in my class and beyond. We will engage in a level of self-governance that may be new to some. Know that you have to communicate with me. If you are having issues with content, let me know. I am here to help, but this is your adventure. I will help make college level writers of you. Be it with grammar, ideas, editing or just generally being awesome students, I want you to succeed. I want you to help me succeed. I think we all deserve it.

Late Submission Policy: I will accept late submissions with penalty. Any assignment submitted late will incur a loss of points the equivalent of a letter grade for up to three days. Beyond this, late assignments will not be accepted.

Grading: the total possible points to be earned in the course is 100. There are 4 assignments in this course and weekly (but short) readings. The disbursement of points is like so:

- I. Project 1: Expository essay: 30 pts
- II. Project 2: Expository Presentation: 10 pts
- III. Project 3: Argumentative essay: 35 pts
- IV. MODular Activities: 10 pts.
- V. Cumulative Course Exam: 10 pts
- VI. Attendance: 5 pts

Grading Scale (by %): A=100-90, B=89-80 C=79-70, D=69-60, F=59-0

We will engage fully in the writing process including researching, outlining, drafting, revision and editing. However, it is important to note that simply submitting an assignment does not by default earn full credit. I do not so much penalize "wrong" responses as simply deny full credit for hollow, obviously non-substantive writing. Writing is an art form you won't master in one semester, and I won't expect you to. Consistent, demonstrable improvement is what I am looking for.

Assignments

Diagnostic Essay: During week 1, you will compose a short thesis driven, five paragraph essay in Canvas. This assignment carries no points, but is required. This will allow me to assess your writing skills to offer resources and guidance early in the course.

Bi-Weekly Modular Assignment: In order to engage with course concepts beyond the classroom and refine library resource and researching skills, students will complete 4 modular

activities. Students will engage with SCF library resources and use these activities to sharpen research, close reading, and academic writing skills by practicing conventional skills applicable to major course assignments. Each of these assignments is worth 2.5 points. Students are expected to engage fully with activities.

Project 1 Expository Essay: In order to demonstrate proficiency in the writing process and prepare you for the Project 3 Argument Essay, you will compose a 1000-1200 word Expository Essay on an historic event of your choosing. Project 1 will encompass Wks. 1-5 and is based on a scaffolded model meaning each reading and assignment builds on the one before it while preparing you for the one to come. This essay will be typed and consistent with MLA 9th edition formatting expectations. You must include at least 3 sources, engage in all various elements of the writing process (research and topic exploration, thesis development, outlining, drafting, revision and editing) and produce all expected academic elements including an Annotated Bibliography to successfully complete the project.

Project 2 Expository Essay Presentation: During Wks. 6-9, you will design and deliver a 5-6 minute Expo. Essay Presentation. Students will design a presentation based on their Pr.1 Expository Essay and offer a “lecture” concerning your findings. This assignment is meant to help further your integration and editing skills and sharpen your planning and presentation skills. The short story presentation requires the minimum 3 sources from Pr.1 plus Google slides or Powerpoint is generally expected, but you can be as creative as you want. All students must present to receive credit for this assignment.

Project 3 Argumentative Essay: Building on the skills and strategies learned during Projects 1 (topic exploration, research, thesis development, outlining, drafting, peer review, revision, and editing), wks. 10-15 will be spent composing an Argumentative Essay based on a prompt inspired by our common novel reading, George Orwell’s *Animal Farm* (1946). After reading and contextualizing the text, you will write a complete formal, thesis driven academic essay of 1200-1500 words in which you answer a chosen prompt. Completion of the project includes integration of primary textual evidence as well 5 secondary sources and will include an Annotated Bibliography component as well as the added step of Peer Review.

Cumulative Exam: During the last week of the course, you will complete a cumulative timed competency exam concerning course material. This exam consists of twenty questions and is worth 10% of the overall course grade. A study packet will be provided a week before the exam. This assignment can not be made up.

Extra Credit: there are no extra credit assignments in the course. However, there is a one-time opportunity to work with a T.A.S.C. writing tutor on any of the three essay assignments worth 5 points applicable to the assignment under development.

Course Schedule:

Wk. 1: **Pr.1 Expository Essay Writing.**

Monday 1/9: Introduction/Syllabus stuff;
Assignment descriptions: Diagnostic Exam, Pr. 1, 2, & 3, and Final Exam.
Homework:
Read: “Developing Academic Habits” pp.46-57.
“Reading in Academic Contexts” pp. 11-32.

Wednesday 1/11: Pr. 1 Deep Dive; “Talking Topic Selection.”
Meet “Pr.1 Topic Selection, Narrowing Topic Sheets, & R.T.O. Packets
Homework:
Read: “Writing in Academic Contexts” pp. 3-10.
“Rhetorical Situations” pp.57-74.

Print: Pr.1 RTO Packet

Complete “Topic Selection” sheet due Wednesday (in class).

Write Diagnostic Essay (due in Canvas Sunday 1/15)

Wk. 2:

Monday 1/16: Martin Luther King day (no classes Monday)

Wednesday 1/18: Library Tour/Introduction day

Review: Topic Selection Sheet.

“Narrowing our Topics.”

“Exploring/Researching our Topics”

Homework:

Read “Reporting Information” pp.140-162.

“Finding Sources” pp.501-523.

“Evaluating Sources” pp.524-534.

Topic Selection initial exploration

Find 1 Book Source for Pr.1 from SCF library & 1 Public source

Complete “Narrowing Topics” Sheet

Mod. 1: “Library Scavenger Hunt” disc. post due in Canvas Fri. 1/20

Wk. 3:

Monday 1/23: *Finding Articles* Activity: Navigating Academic Research.
“Effective Research Skills: Mining/Annotating Sources.”
“Creating Context.”

Homework:

Read “Getting Started on Research” pp.491-500.

Find 1 Academic Article from SCF database

Complete “Creating Context” portion of RTO packet

Wednesday 1/25: “Research Question/Working Thesis/Outlining” workshop
“Assessing/Annotating/Summarizing Sources” activity.
“Creating an Annotated Bibliography.”

Homework:

Read: "Annotated Bibliographies" pp.201-209

"Generating Ideas and Text" pp.333-344

Mod. 2: "Summary, Quote, Paraphrase" disc. post due Fri 2/3

Wk. 4:

Monday 1/30: "Organizational Patterns/Argument & Paragraph Development."

In-Class Writing: RTO Packets/Annotated Bibliographies

Homework:

Read: "Quoting, Paraphrasing, and Summarizing" pp.542-554

"Acknowledging Sources/Avoiding Plagiarism" pp. 555-569

"Documentation" pp.560-563

Wednesday 2/1: "Outlining a Research Essay."

Homework:

Read: "Synthesizing Ideas" pp.535-541

"Organizing/Guiding Your Reader" pp.345-363

Draft Working Thesis/Rough Outline due in-class Wednesday.

Mod. 3: Deconstructing Sources: Index & Text Mining due 2/3

Annotated Bibliography due in Canvas Saturday 2/4 @ 11:59 p.m.

Wk.5:

Monday 2/6: "Review Thesis/Creating Outlines" in class;

"Integration, Citation & Documentation of Sources."

"Expanding to Drafts"

Homework:

Read: "Drafting" pp.364-366

"Documentation" pp.560-563

"MLA" pp.564-614

Begin Drafting Pr.1 Essays. Bring to class Wednesday.

Mod. 3: Integration: Quoting, Paraphrasing, & Summarizing due

Wednesday 2/8:A Chat about Citations and Formal Details;

"Draft Universals"

Homework:

Read "Getting Response and Revising" pp.372-379

"Editing and Proofreading" pp. 380-384

Complete 1st Draft (800 words) of Expo. Essay due in Canvas Friday 2/10.

Revise Drafts based on Instructor Commentary

Wk.6: Pr.2 Expository Essay Presentation

Monday 2/13: “Editing and Finalizing”; Open Writing Session
Homework:
Revise Drafts based on Instructor Commentary.

Wednesday 2/15: Pr.2 Deep Dive; Expectations & Strategies.
In-Class Pres. Dev. Workshop
Homework:
Complete/Submit Final Draft Project 1 due in Canvas Wednesday 2/15.
Begin developing Pr.2 presentation slideshow

Wk.7

Monday 2/20: In-Class Pres. Dev. Workshop
Homework:
Cont. developing Pr.2 presentation slideshow

Wednesday 2/22: In-Class Pres. Dev. Workshop
Homework:
Submit Pr.2 Pres. Draft. Wednesday 2/22 in Canvas
Revise based on critique and resubmit Final due Sat. 2/26

Wk.8

Monday 2/27: Presentation Day
Homework:
Read Jonathon Swift’s “A Modest Proposal” (1723)

Wednesday 3/1: Presentations (if necessary); Fiction Primers: Key Features of Satire.
"Close Reading a Literary Text."
Genre/Conventions: Swift & Satire.
Homework:
Read “The Adventures of Chanticleer & Partlett” - Grimm (1812).

Wk.9

Monday 3/6: Spring Break

Wednesday 3/8: Spring Break
Homework:
Read: “Harrison Bergeron” - (1964) - Kurt Vonnegut Jr.

Wk.10 Pr.3 Argument Writing & the Common Novel: George Orwell’s *Animal Farm* (1946)

Monday 3/13: Satire/Dystopian Fiction with Vonnegut.
Homework:

Read: Read: Introduction to Orwell's *Animal Farm* (Obrecht v-xviii)
Read *Animal Farm* -George Orwell (1946) pp.1-58.

Wednesday 3/15: Pr.3 Deep Dive: Argu. Writing and the Common Novel
"Close Reading a Novel."
Discuss Oberht's Introduction & *Animal Farm* (chs.I-V)

Homework:
Read C.M. Woodhouses Introduction to 1946 edition (in Canvas)
Animal Farm (pp.58-91)

Wk.11:

Monday 2/20: Writing About Literature: Allegory, Fable, Satire and the Fairy Tale.
Refresher: "Key Features of an Argument."
Discuss *Animal Farm* (chs. VI-VII)

Homework:
Read *Animal Farm* pp.92-147
Russell Baker's Afterword pp.143-152

Wednesday 2/22: Discuss conclusion of *Animal Farm* (VIII-X)
"Finding Sources & Assessing Textual Evidence."

Homework:
Read:
"Getting Started on Research" pp.491-500
"Finding Sources" p.501-523
Begin finding Min. 5 sources for Annotated Bibliography.

Wk.12

Monday 3/27: "Annotating/Summarizing Sources for A.B.s & Integration.
"Creating Annotating Bibliographies."
Check-in: Discuss Research Efforts

Homework:
Read:
"Annotated Bibliographies" pp.201-209
Continue w/ Annotated Bibliographies

Wednesday 3/29: "Developing Thesis Statements/Supporting Claims."
"Outlining/Organization"
Refresher: Essay Construction/Paragraph Development.

Homework:
Complete Mod.4 "Orwell Ps & Qs" discussion post Fri 3/31
Submit Pr.3 Annotated Bibliography due Sun 4/2
Complete outline due in-class Monday.

Wk.13

Monday 4/3: "Drafting & Guiding our Readers."
Check-in: Discuss outlining/organization efforts

Homework:

Read: "A Guide to Writing" pp.182-195

Begin Draft (800-1000 words). Bring to class Wed.

Wednesday 4/5: In-Class Drafting workshop

Completed Pr.3 Draft due Saturday 4/8

Wk.14

Monday 4/10: "Expanding our Drafts."
Editing & Revision Workshop

Homework:

Read: "Editing and Proofreading" pp.380-384

"MLA Style" pp.564-614

Cont. reading/researching/ draft expansion).

Await/Revise based on Instructor Comments.

Wednesday 4/12: "Peer Review" workshop.

Check-in: Expanding on Instructor Comments.

Homework:

Complete Peer Review activity due Wednesday 4/12

Await/Revise based on Instructor/Peer Comments.

Wk.15

Monday 4/17: "Draft universals."
Proofreading/Editing Workshop.
Check-in: Expanding on Instructor Comments.

Homework:

Revise Pr.3 Draft based on instructor comments

Wednesday 4/19: Final Drafts: Editing & Proofreading.

Homework:

Submit Final Draft of Argument Essay due Saturday 4/22.

Wk. 16

Monday 4/24: Activity/Lecture: "Final Exam Review."

Homework:

Complete Course Satisfaction Surveys.

Wednesday 4/26: Final Exam day.