



Language and Literature Division

Summer 2023

ENC 1101C: Enhanced Composition I, 5 hrs., 4 crs.

#51545 Online

Contact Information

Professor

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Approved Course Materials and Resources

Textbooks, other required materials and required proficiency

- Monique Babin, et al., *The Word on College Reading and Writing*:
<https://open.umn.edu/opentextbooks/textbooks/the-word-on-college-reading-and-writing>
- Supplemental material will be posted on Canvas
- Students are expected to have adequate proficiency in the use of Microsoft Word and have access to the college's LMS system outside of class

Course Description

ENC1101 C, Enhanced English Composition I, 5 hrs., 4 crs. \$5.00 lab fee
(Enrollment requirements: Must qualify to enroll in ENC1101 or ENC1101C.) This course embodies the fundamentals of effective expression with emphasis on the various forms of expository writing, logical and imaginative thinking, and reading for understanding. The course provides instruction in sentence structure, diction, organization of short essays, correct usage of Edited American English, documentation skills, and writing with sources. In addition to containing the same course content as the lecture/discussion format of ENC1101, this course contains one credit hour of lab instruction with enhanced learning support that includes, without being limited to, student-teacher writing conferences, writers' workshops, peer review sessions, supplemental mini-lectures, as well as practice and review of the conventions of Edited American English. This course includes extensive writing and is intended for students who will benefit from enhanced learning support with their composition and grammar skills. This course fulfills students' general education requirements in Communications. This course is a Gordon Rule writing course in which students will produce extensive college-level writing and which requires completion with a minimum grade of "C."

Goals

The purpose of the course is to foster in students the writing and critical thinking skills necessary for many college-level classes (and for life beyond the classroom). What distinguishes it from ENC 1102 is that ENC 1101C is an introductory course. Its focus is personal response, analysis, and synthesis.

Student Learning Outcomes

- A. Students will create a portfolio to include major writing assignments. Each major writing assignment will demonstrate the student's rhetorical knowledge and ability to work within specific essay genre conventions. All work submitted to the instructor must be **original to this semester and section of this class**. Work previously submitted for any other class does not fulfill the requirements of this class.
 - a. Create clear and purpose-driven thesis statements
 - b. Adapt rhetorical approaches to specific audiences and purposes
 - c. Apply conventions of organization and structure to rhetorical situations
 - d. Demonstrate competence in using Standard American English
- B. Students will compose major writing assignments of at least 500 words each produced through the process of multiple drafts and revisions that will be written both in and out of class. The composition process may include multiple assignments and deadlines, and the essays will be evaluated for content and mechanics according to the Rubric for Composition.
 - a. Use writing as a means of inquiring, thinking, learning, or communicating
 - b. Develop a writing assignment as a series of tasks
 - c. Generate, revise, and proofread drafts
- C. Students will write one multiple-source essay of at least 1000 words produced through the process of multiple drafts and revisions that will be written both in and out of class. The composition process may include multiple assignments and

deadlines, and the essays will be evaluated for content and mechanics according to the Rubric for Composition.

- a. Organize a research project on a selected topic
- b. Employ effective research strategies in a variety of media
- c. Differentiate between scholarly and popular sources
- d. Evaluate credibility of sources
- e. Incorporate examples from a variety of credible sources
- f. Integrate source material in the form of quotation, paraphrase, and summary
- g. Incorporate in-text and post-text citations that adhere to MLA guidelines
- D. Students will revise one major writing assignment as a means of reflection and self-assessment.**
 - a. Reflect upon and evaluate skills in course competencies
 - b. Determine methods for improving competency areas
- E. Students may be required to complete **other in-class and homework assignments**, such as quizzes, group activities, worksheets, presentations, peer reviews, etc., in order to demonstrate objective reading and English language skills.**
 - a. Demonstrate active reading skills by annotating and responding to texts
 - b. Analyze texts by summarizing, paraphrasing, and interpreting
 - c. Use appropriate grammar
 - d. Use appropriate punctuation
 - e. Use appropriate mechanics
 - f. Use appropriate structure
 - g. Use appropriate diction and tone for a variety of audiences, subjects, and purposes
 - h. Apply MLA 9th edition formatting guidelines
- F. Students will write timed, impromptu compositions, one of which is the Final Exam. The minimum word count for the final will be 500 words, and the time limit will be two hours. In-class timed compositions that are not administered during final exams week will last the duration of the class period. Essays will be evaluated for content and mechanics according to the Rubric for Composition. No student may take the Final Examination without first having submitted all other writing assignments in a sequential manner to the course instructor.**

Student Expectations of the Instructor

Office hours will be held each week by appointment, zoom, phone, or FaceTime.

I will do my best to respond to emails within 24 hours of receipt, excluding weekends.

We will make extensive use of Canvas, a course management program that allows you to turn in your work and take quizzes online, keep track of your grades, communicate easily with me and other students in the class, etc. **You must turn in all assignments on Canvas.**

Assignments are submitted using Word or pdf format, NOT google docs or pages.

Expectations of the Student

Academic Integrity

Honest participation in academic endeavors fosters an environment in which optimal learning can take place and is consistent with the college's mission. Academic misconduct, including cheating or plagiarism, is destructive to the spirit of an educational environment and therefore will not be tolerated. "Cheating" includes but is not limited to use of any unauthorized assistance in completing course work. "Plagiarism" includes, but is not limited to, the use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgment. Sanctions for incidences of academic misconduct, depending on the severity of the incidence and/or its repetition, may range from receiving an F grade (or zero) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the program or the college.

Accessibility Statement

Gulf Coast State College supports an inclusive learning environment for all students. If there are aspects of the instruction or design of this course that hinder your full participation, reasonable accommodations can be arranged. Prior to receiving accommodations, you must register with Student Accessibility Resources. Appropriate academic accommodations will be determined based on the documented needs of the student. For information regarding the registration process, email sar@gulfcoast.edu or call 850-747-3243.

Recording of Lectures

In accordance with federal and state privacy laws, students may record class lectures for their own personal educational use, in connection with a complaint to the college, or as evidence in internal or external legal proceedings. Students may not publish or upload the recordings or any components thereof without the knowledge and written permission of the faculty member. Failure to obtain permission to publish could lead to the students' having to pay damages, attorney fees, and court costs. For more information about what can be recorded, please see the guidelines on pages 36-39 in the GCSC Student Handbook <https://www.gulfcoast.edu/current-students/student-handbooks/2021-2022-student-handbook.pdf>.

Attendance

1. Students are expected to access the course at least two times per week.
2. There are no "excused" absences; however, students who experience extreme circumstances resulting in more than the allowed number of absences may seek mitigation by discussing their circumstances in my office. Verifiable documentation of the circumstances is required. It is up to my discretion as to what constitutes extreme circumstances. Two weekly grades are dropped at the end of the semester.

Withdrawals

Students wishing to withdraw must complete a withdrawal form and submit the form to the Office of Enrollment Services before the scheduled withdrawal deadline as published in the college catalog. Student withdrawals initiated prior to the scheduled withdrawal deadline will be recorded as a grade of "W". The withdrawal deadline for an off-term or condensed term is one week after midterm.

Two withdrawals are permitted per credit course. After that, a grade will be assigned. Please be concerned about withdrawals. When admitting students into certain programs, universities may

calculate withdrawals as grades. It is your responsibility to verify the effects of enrollment and/or withdrawal upon your financial assistance (financial aid, scholarships, grants, etc.).

Incompletes

An “Incomplete” (“I”) will be considered by the instructor if a student has completed seventy-five percent of the class. This will be determined based on attendance, participation, and/or assignment completion. The instructor may require that the student submit a schedule for completion of the missing work. The “Incomplete” provides 30 days from the ending date of the course to make up any missing work. If work is not submitted during this time period, the grade will automatically change to an “F”.

Measure of Student Performance

Grade Determination

- A. Final Examination
- B. Multiple-source essay
- C. Other essays, quizzes, responses, assignments, and in-class work
- D. All essays must be submitted to and accepted by the course instructor or the student cannot pass the course. Essays and weekly work will not be accepted after one week. After one week, ten points are deducted from the assignment.

GCSC Grade Scale:

- A: 90-100
- B: 80-89
- C: 70-79
- D: 60-69
- F: 0-59
- F: 0-59

- A. Weekly Assignments
- B. Reflection Essay
- C. Summary and Response Essay
- D. Midterm Essay
- E. Multi-Source Argument Essay
- F. Revision Essay
- G. Final Exam
- H. Total

****NOTE:** All essays must be submitted to and accepted by the course instructor or the student cannot pass the course. Instructors are not obligated to accept late assignments.

Essays:

- Essay One: Reflection Essay
- Essay Two: Multi-Source Essay (Response)
- **Essay Three:** Midterm Exam (Timed Response)
- Essay Four: Multiple-Source Essay (Argument)
- **Essay Five:** Revision Essay
- **Essay Six:** Final Exam (Timed Response)

Additional Assignments:

- Discussion posts, reflection explorations, quizzes
- Focus on comprehension, basic grammar skills, engagement

Each week, you need to complete:

1. Reading assignments
2. Discussion Board activities
3. Take quizzes about grammar and sentence structure
4. Complete process-based writing assignments

Additionally:

- Keep up with your weekly assignments. The nature of online teaching does not allow for procrastination!
- Please reach out to me (and/or attend virtual office hours if offered by the librarian) during the semester! Communicate with me! I am here to help!
- Late essays will be accepted (**with a ten-point penalty per week they are late**) at my discretion. Essays WILL NOT be accepted more than two weeks late. (However, keep in mind that all essays assigned in this class must be completed in a sequential manner to be able to sit for the Final Exam!) Other assignments (including Peer Feedback on first draft papers) WILL NOT be accepted late.

I look forward to a wonderful semester learning to communicate better using the written word.

Best,

Lynn Lamere