



# Syllabus

## ENC 1101: Composition I

ENC 1101/ 84695 / Fall 2026

3 Credit Hours/ 3 Contact Hours

### Contact Information

#### Instructor

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Office Location: LL 26  
Office Hours (Days & Times):  
Mon.—11 AM-12 PM; 2-3 PM  
Tues.—11 AM-12 PM; 1:30-3:30 PM  
Weds.—11 AM-12 PM; 2-3 PM  
Thurs.—11 AM-2 PM  
Response Time: 48 hours

### Language and Literature

#### Division Chair

Betty McKinnie  
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### Course Information

#### Catalog Description:

ENC1101, English Composition—Impromptu and process-based writing, inclusive of a multiple-source essay. 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."

3.000 Lecture hours |, 3 hrs., 3 crs. \$5.00 lab fee

This course introduces students to rhetorical concepts and audience-centered approaches to writing including composing processes, language conventions and style, and critical analysis and engagement with written texts and other forms of communication. This is a course for which students will produce extensive college-level writing and requires completion with a minimum grade of "C."

### Student Learning Outcomes:

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 1101 is an introductory course. Its focus is personal response, analysis, and synthesis.

### Student Learning Outcomes

1. Students will apply rhetorical knowledge to communicate for a range of audiences and purposes.
2. Students will employ critical thinking to analyze forms of communications.
3. Students will engage in writing processes that involve drafting, revising, and reflecting.
4. Students will use evidence to effectively support claims and thesis statements.
5. Students will conduct credible research and incorporate information from sources using MLA style.
6. Students will improve their proficiency in standard English through practice, feedback, and revision.

### Course Materials & Resources:

[Monique Babin, et al., 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

We will make extensive use of Canvas, a course management system that allows you to view each week's up-to-date reading and assignment schedule, turn in your work and take quizzes and exams online, keep track of your grades, communicate easily with your instructor and other students in the class, etc. You must turn in all assignments on Canvas.

## Delivery Method:

This is a web-based course. All online courses at GCSC utilize the Canvas Learning System. Students should read all information presented in the Canvas course site and should periodically check for updates—at least every 48 hours.

**Remember:** This course is not one in which students may work at their own pace. Each week there are learning modules, assignments, online lectures, online discussions, and/or online exams with due dates. Refer to the schedule within this syllabus and within Canvas for more information.

## Student Expectations

In this course, communication and feedback will occur through various channels, including GCSC email, Canvas Inbox, Canvas Announcements, Canvas Discussions, Microsoft Teams or Zoom, assignment feedback, and instructor office hours. Review the statements below so that you understand the expectations for communication.

As a student at Gulf Coast State College, you are expected to:

- **Adhere to Course Guidelines:** Follow the guidelines detailed in the course syllabus, along with any additional instructions provided by the instructor. This includes understanding and complying with the course objectives, grading criteria, and academic policies.
- **Maintain Regular Contact:** Keep in touch with your instructor and classmates via your GCSC email or other designated communication channels. Regular contact helps clarify doubts, share ideas, and foster a collaborative learning environment.
- **Active Participation:** Engage actively in class discussions and submit assignments on time. Your active participation is crucial for your academic success and contributes to a vibrant learning community.

As your instructor, my commitment to you is to:

- **Provide Timely Feedback:** I will review and provide feedback on your assignments and submissions promptly. My goal is to help you understand your strengths and areas for improvement, which is crucial for your academic growth.
- **Respond Via Canvas Inbox:** I will respond to your emails or messages within 24-48 hours (excluding weekends), unless otherwise noted. I understand the importance of clear and timely communication in addressing your questions and concerns.
- **Post Regular Announcements:** To keep you updated and help you manage your time effectively, I will send out weekly reminders via announcements. These reminders will include important dates, upcoming assignments, and any changes to the course schedule.
- **Maintain Weekly Office Hours:** I will maintain regular weekly office hours, but I can also be available by appointment. This is to ensure I'm available for any questions or concerns that may come up during the week.

## Course Schedule

Dates	Module	Description
August 17-23	1	<p><b>Introduction of Community Narrative</b></p> <p>Readings: Canvas module instructional pages; “Coming Home Again” by Chang-Rae Lee; “Working at Wendys” by Joey Franklin</p> <p>Assessments:            Wednesday, 8/19: Introductions DB            Sunday, 8/19: Complete Reading Response</p>
August 24-30	2	<p><b>Huxley’s Poles, Thematic Statements, &amp; Getting Started</b></p> <p>Readings: Canvas Module instructional pages; “Dealing with Obstacles and Developing Good Habits” section in <i>The Word on College Reading and Writing (WCRW)</i>.</p> <p>Assessments:            Wednesday, 8/26: Module 2 Quiz and Pre-Writing Exercise            Sunday, 8/30: Draft Checkpoint 1</p>
August 31-September 6	3	<p><b>Focus on Drafting</b></p> <p>Readings: No Readings</p> <p>Assessments:            Wednesday, 9/2: Draft 1 Comment Responses            Sunday, 9/6: Work on Essay</p>
September 7-13	4	<p><b>Finishing Up—Unusual Deadlines Alert</b></p> <p>Readings: No Readings</p> <p>Assessments:            Tuesday, 9/8: Draft Checkpoint 2            Sunday, 9/13: Community Narrative Final Version and Process Note</p>
September 14-20	5	<p><b>Argument &amp; Summary</b></p> <p>Readings: Canvas module instructional pages; “The Fast Food Factories: McJobs are Bad for Kids” by Amitai Etzioni</p> <p>Assessments:            Wednesday, 9/16: Features of Argument Quiz            Sunday, 9/20: Complete Annotation and Summary Practice</p>
September 21-27	6	<p><b>Evaluating &amp; Responding</b></p> <p>Readings: Canvas module instructional pages; “Writing About Texts” section in <i>WCRW</i></p>

		<p>Assessments:  Wednesday, 9/23: Watch Paragraph Structure video with quiz embedded; Original response to “What’s Your Stance” DB  Sunday, 9/27: Replies to at least two peers</p>
<b>September 28- October 4</b>	7	<p><b>Summary Response Essay Planning/Getting Started</b>  Readings: No Readings</p> <p>Assessments:  Wednesday, 9/30: Summary Response Essay Outline Template  Sunday, 10/4: Draft Checkpoint 1</p>
<b>October 5-11</b>	8	<p><b>Focus on Drafting</b>  Readings: No Readings</p> <p>Assessments:  Wednesday, 10/7: Draft Checkpoint 1 Comment Responses  Sunday, 10/11: Draft Checkpoint 2</p>
<b>October 12-18</b>	9	<p><b>Finishing Up</b>  Readings: “Shitty First Drafts” by Anne Lamott</p> <p>Assessments:  Wednesday, 10/14: Complete Original DB Response  Sunday, 10/18: Summary Responses Essay Final Version and Process Note; Replies to 1 peer</p>
<b>October 19-25</b>	10	<p><b>Causal Argument</b>  Textbook Readings: Canvas module instructional pages; “Dota 2: The Face of Professional Gaming” by Raven Jiang</p> <p>Assessments:  Wednesday, 10/21: Analysis and Casual Arguments Quiz;  Original Response to Causes of a Particular Effect DB  Sunday, 10/25: Replies to 2 peers</p>
<b>October 26- November 1</b>	11	<p><b>Brainstorming Topics</b>  Readings: Canvas module instructional pages</p> <p>Assessments:  Wednesday, 10/28: Original Response to Applying a Brainstorming Method DB; Video on Primo Discovery Search with Embedded Quiz  Sunday, 11/1: Response to 1 peer; Mini Proposal for Multi-Source Essay</p>
<b>November 2-8</b>	12	<p><b>Source Evaluation &amp; Essay Planning</b>  Readings: Canvas module instructional pages</p> <p>Assessments:</p>

		<p>Wednesday, 11/4: Evaluating Sources Quiz; Evaluating a Source for Your Essay Assignment</p> <p>Sunday, 11/8: Planning Your Multi-Source Essay</p>
<b>November 9-15</b>	13	<p><b>Getting Started Drafting—Unusual Deadlines Alert</b></p> <p>Readings: Canvas module instructional pages; “Crediting and Citing Your Sources” section in <i>WCRW</i></p> <p>Assessments:</p> <p>Tuesday, 11/10: Incorporating Sources Quiz; Introductions and Conclusions Quiz</p> <p>Sunday, 11/15: Draft Checkpoint</p>
<b>November 16-22</b>	14	<p><b>Focus on Drafting</b></p> <p>Readings: No readings</p> <p>Assessments:</p> <p>Wednesday, 11/18: Draft Checkpoint Comment Responses</p> <p>Sunday, 11/22: Multi-Source Essay Final Version and Process Note</p>
<b>November 23-27</b>	15	<p><b>Presentation Info &amp; Thanksgiving Break</b></p> <p>Readings: Canvas module instructional pages</p> <p>Assessments:</p> <p>Tuesday, 11/24: About Presentations Quiz</p>
<b>November 30-December 4</b>	16	<p><b>Presentations: Going Public—Unusual Dates Alert</b></p> <p>Readings: No readings</p> <p>Assessments:</p> <p>Tuesday, 12/1 Presentation Due</p> <p>Thursday, 12/3: Replies to 2 peers</p>
<b>December 7-11</b>	Final Exams	Final Exam: Monday, 12/7, by 11:59 PM

## Grading

### GCSC Grading Scale

All grades will be posted in the student grade book in Canvas and will be assigned according to the following scale:

- A 90%-100%
- B 80%-89%
- C 70%-79%

- D 60%-69%
- F 59% and below

## Calculation of Grades

Short Assignments and Presentation: 25%  
Community Narrative: 20%  
Summary Response Essay: 20%  
Multiple-Source Essay: 25%  
Final Reflection: 10%

## Incomplete Grades

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”.

## Course Policies

### 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. Please visit [GCSC's Student Accessibility Resource \(SAR\) webpage](#) to learn more. For information regarding the registration process, email [sar@gulfcoast.edu](mailto:sar@gulfcoast.edu) or call 850-747-3243.

### Attendance Policy

Regular class attendance and participation are significant factors that help to promote success in college. Students are expected to attend all class meetings of all courses for which they are registered.

You are expected to know the instructor's specific attendance policy, as stated in the syllabus for each course. In the event of absence, you should contact your instructor as soon as possible to indicate the reason and to inquire whether make-up work is possible. (Make-up work is offered solely at the discretion of your professor.)

If your absences in a class become excessive, as stated in the course syllabus, your professor may contact you, indicating that further absence may result in your withdrawal from the course. Your professor can withdraw you from a course for excessive absences without your permission.

Instructors will monitor attendance at the beginning of each semester. If you are not in attendance during this period, you may be withdrawn from the course. You will be financially responsible for the course and a "W or NS" will appear on your transcript. Withdrawal from a course may also have implications for financial aid.

#### Participation in Online Course

Students are expected to regularly participate in online discussion and activities, engage with course content, and submit assignments (quizzes, short writings, process work, drafts, and essays, etc.) by their due dates. These are the manners in which students attend and participate in online asynchronous courses.

Each week and each assignment build upon the previous, so it is important to stay caught up. If you need help, reach out. Keep in mind that all essays assigned in this class must be completed in a sequential manner to be able to submit your Final Reflection and complete the course.

#### Late Work Policy

Grading will be conducted via the assignment specifications/grading rubrics found on Canvas. Late essays will be deducted seven points per day late, and they will not be accepted more than one week past the due date. Short assignments will receive half credit if they are one day late, and they will not be accepted for credit more than one day past the due date.

### Withdrawal Policy

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.). There are two kinds of withdrawals---student and administrative.

- *Student Withdrawal (W1)* - Students wishing to withdraw must complete the online Student Withdrawal Form 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.
- *Administrative Withdrawal (W2)* – A faculty member may withdraw a student up to the published withdrawal deadline for violation of the class attendance policy in which case

the student will receive a grade of "W." The withdrawal deadline for an off-term or condensed term is one week after midterm.

Students cannot withdraw from developmental studies courses (college-preparatory classes) after the drop/add period without written permission from their instructor and/or their academic advisor.

## 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. GCSC professors report every instance of student academic misconduct to the college for inclusion on the student's records.

Most course syllabi include an academic honesty policy and the consequences for violating this policy. Familiarize yourself with course policies regarding authorized or unauthorized use of AI to avoid the pitfalls of academic dishonesty.

The following definitions will apply:

### "Cheating"

includes but is not limited to use of any unauthorized assistance in taking quizzes, tests, or examinations; dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; the acquisition without permission of tests or other academic materials belonging to a member of the College's faculty.

### "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 as well as the purchase of papers or projects. It can also include overuse of an editing program like Grammarly or submitting work written by an Artificial Intelligence (AI) generator like ChatGPT. Make certain to consult your course syllabi for your instructor's guidelines of AI material.

### "Self-plagiarism"

occurs when a student submits the same or considerably similar document to fulfill requirements in different classes. For example, if a student submits a term paper in Religion they originally wrote for an English class, this is self-plagiarism. Once a paper receives a grade in one class, it cannot be submitted again for another class.

### "Generative Artificial Intelligence (AI)"

is technology that uses machine learning to create new content, such as text, images or code, based on user input. These systems are trained on vast amounts of data, including large

language models and image or code generators. Common examples include ChatGPT, GitHub, Copilot, Google Gemini, Perplexity, and the Grammarly AI function.

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 0) for the test, assignment, or activity, to failure of the course, to suspension or dismissal from the college.

### Classroom Recording

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 in the GCSC Student Handbook.

### Generative Artificial Intelligence (AI) Policy

The use of generative AI tools in academic work requires clear guidelines to maintain academic integrity. Please review the policy selected for this course regarding the use of AI tools such as ChatGPT, Copilot, Grammarly's AI features, and similar platforms for assignments, research, and other coursework.

See the student handbook for further information. Students with questions about acceptable use should consult their instructor.

#### Prohibited Use of AI

*The use of AI-generated content is strictly prohibited in all assignments, coursework, and throughout all stages of the work process, such as brainstorming, outlining, or drafting. This includes but is not limited to, tools such as ChatGPT, Copilot, and Grammarly's AI function. Use of AI tools will be treated as a violation of academic integrity and may result in penalties, including a zero on the assignment and additional disciplinary actions as outlined in the college's academic integrity policy.*

#### Further Notes on AI

1. Using AI-generated content in your writing is considered plagiarism and is strictly prohibited in this class. This includes using Grammarly or other tools to enhance language. I want to see *your* writing and what makes it uniquely yours.
2. Any assignment found to use an AI text generator will receive a zero. **Students will not be given the opportunity to revise or resubmit such assignments.**

3. If a student submits multiple assignments that have been found to use AI text generation, the student will automatically receive an F in the course.
4. If I suspect that a student is using AI text generation, the student may be required to submit a proctored writing sample in my office or at the college testing center.

Additionally, any instances of academic dishonesty will be dealt with according to our college's academic integrity policies.

I encourage you to reach out to me if you have any questions or concerns about this policy or about academic integrity in general. Thank you for your understanding and cooperation in maintaining the high standards of academic integrity in our class.

## Anti-Discrimination Policy

Gulf Coast State College does not discriminate against any person in its programs, activities, policies or procedures on the basis of race, ethnicity, color, national origin, marital status, religion, age, gender, sex, pregnancy, sexual orientation, gender identity, genetic information, disability, or veteran status. All questions or inquiries regarding compliance with laws relating to non-discrimination and all complaints regarding sexual misconduct or discrimination may be directed to Amanda Reed, Executive Director of Human Resources/Title II/504/Title IX Coordinator and Employment Equity Officer, Gulf Coast State College, 5230 W. US Highway 98, Panama City, FL 32401; 850-769-1551, ext. 3516. Rules, policies, fees, and courses described in this catalog are subject to change without notice.

## Syllabus Policy

For any syllabus posted prior to the beginning of the term, the instructor reserves the right to make minor changes prior to or during the term. The instructor will notify students via e-mail or Canvas announcement when changes are made in the requirements and/or grading of the course.

## Student Support Resources

Gulf Coast State College is committed to providing you with the resources you need for success as a student and beyond. View all the academic and student support resources provided at GCSC on the [Student Services web page](#).

## Course Technology & Support

To successfully participate in this online course, students must have basic computer and digital information literacy skills and meet the following technology requirements:

- **Computer:** Up-to-date web browser that supports the Canvas learning management system; please refer to the system requirements for compatibility and information on using the Canvas app on mobile devices.

- **Internet Speed:** Minimum bandwidth of 8 Mbps upload/download speed to effectively engage in online activities and access multimedia.
- **Office 365 software:** Available for free download through GCSC Information Technology Services (ITS).

If you need technical support, contact the ITS Help Desk, available 24/7 at (850) 913-3303.