**ENC 1101-22: Writing and Rhetorical Situations**

Instructor: Katelyn Stark (Please address me as Ms. Stark)

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Term: Fall 2018

Class Meeting Time: In classroom: Tuesday 11:00-12:15; online activities for 75 minutes—times vary

Class Location: Classroom: WMS 217; Online: Canvas & Google Docs

Office: WMS 329 & virtual through email

Office Hours: On campus: T: 9:30-10:30; Virtual online via email: M/W: 1:00-2:30; I will also be available via email outside of my virtual office hours, but it will take me longer to respond. I will respond to any email sent M-F 8-5 within 24 hours.

COURSE DESCRIPTION

ENC 1101 fulfills the first of two required composition courses at Florida State University. This course stresses the importance of **critical reading, writing, and thinking** skills, as well as the importance of using writing as a recursive process involving **invention, drafting, collaboration, revision, rereading, and editing** to clearly and effectively communicate ideas for specific purposes, occasions, and audiences.

This section of 1101 will have you focus on rhetorical and writing situations that will introduce you to college-level writing. The projects will focus on developing your own understanding of writing and composing, both with traditional texts and with digital mediums. We will emphasize the notion of *transfer* throughout and develop unique ways to recognize and apply your new acquired writing knowledge in varying contexts.

Since this is a hybrid class, we will only be meeting in person once a week. The other time will be spent completing activities, including projects, discussion boards, and group collaborations online. The 75 minutes dedicated to completing that work each week makes up our second class period. Those 75 minutes do not go towards the time it will take you to complete reading assignments, written drafts, or journals. Essentially, this class will require the same amount of time a face-to-face class requires, but it may feel like it will take up more of your time since you will be required to complete it online and outside of the classroom. Furthermore, this is **not** a self-paced course. There will be weekly due dates, and you are expected to meet the virtual deadlines each week. Please see the late work policy for more information.

I will upload Weekly Modules to Canvas by Sunday evening each week. Please watch the accompanying video and read the module description before Monday at 7 pm. These videos and descriptions will give you a clear breakdown of what is expected of you that week, including what we will be doing in class on Tuesday and the activities (with due dates and times) for the online portion of our week.

Please expect to have homework due both on Tuesdays for our in-class meeting and again later in the week for our online portion. It is your responsibility to keep up with the assignments and the varying due dates and times.

COURSE GOALS

This course aims to help you think about the different writing situations you will encounter, focusing on rhetorical strategies, such as **audience, genre, and message.** As we develop key terms, processes, and genres together as a class, you will be able to complete the following:

* Write and recursively revise your own theory of writing
* Produce messages for (at least) two different audiences across three genres (this project will focus on a topic of your choice)
* Design an ePortfolio (this portfolio should serve not as an ENC 1101 showcase but as an incoming college-student professional profile)
* Write a course reflection that incorporates your revised theory of writing

COURSE MATERIALS

* *Writing Situations*, by Sidney I. Dobrin (bring to class each Tuesday and have available for our online class sessions)
* PDFs, videos, and webtexts that you can find on Canvas.
* Access to a computer with Internet access; email; and printer (University printing services and computer access are sufficient)
* Access to Google Drive and Google Docs—this is the interface through which you will be collaborating with peers and peer-reviewing. Google Drive and Google Docs are free; you will just need to sign up for a Gmail email address.

WRITING REQUIREMENTS

All of the formal written assignments below, including all drafts for each, must be turned in to pass the course:

* Four Major Assignments, including multiple drafts and revisions for each assignment (see full descriptions under Major Assignments)
* Participation in Virtual Writing Workshops
* Bi-Weekly Class Reflections
* Participation in individual and group conferences with instructor (see weekly schedule for dates)
* Thoughtful, active, and responsible engagement in discussions, both in class and online, and preparation for face-to-face class meetings and online activities.

COURSE GRADING

Evaluation of work in this course is based not only on the products of your composing but also on the processes in which you engage. Your work will receive detailed responses in the form of descriptive comments on drafts, suggestions to guide revision work, individual conferences focused on particular aspects of composing, opportunities to collaboratively generate ideas and receive feedback in class, and extensive evaluative responses on final submissions. **Active participation in class discussion, journals, conferences, workshops, and preparedness for class all factor into the final course grade and will be an integral part of the work for each of the four major assignments.** Your grade for the course will be based on 700 possible points. See the breakdown below:

Recursive Theory of Writing:   100

Three Genres Project:     100

ePortfolio:   100

Course Reflection:           100

Virtual Peer Reviews 50

Online Discussion Boards 50

Online Activities 100

Journals / Weekly Reflections: 100

Total Points:                700

MAJOR ASSIGNMENTS

Each major assignment will have a separate assignment sheet that you can find on Canvas and will be linked through our Course Schedule. The assignment sheets will include a more specific outline of the assignment, including expectations, resources, and due dates.

**Recursive Theory of Writing** (800 words)

This essay will be ongoing throughout the course, though there is a specific due date (graded for credit) on the class schedule. This essay will have you investigate what you think writing is, what you think writing does, and who you believe you are as a writer. You will use selected key-terms—genre, speaker, audience, rhetorical appeals, and purpose—to argue what you believe writing is and what writing can do.

**Multiple Genre Project** (800 words)

This project will have you explore how a single topic can be presented to multiple audiences across multiple genres. As the speaker, you will have to adapt your message to fit the specific audiences you’re trying to reach. We will develop a list of possible genres in class. You will be able to choose your topic, and though we will not be conducting intense research in class, you should choose a topic of which you have some familiarity. You will create a total of three genres, and each genre should serve a purpose and should be directed towards a clear audience. Though you will create three genres, you will only need to distinct audiences at minimum.

**ePortfolio** (300 words)

ePortfolios are quickly becoming the new professional profiles. Understanding how to create, develop, and design a portfolio that functions appropriately for different rhetorical situations will benefit you throughout your college career and beyond. This project requires that you have a rhetorical awareness of yourself as a speaker and composer and will introduce you to new digital mediums. You will also write a 300-word Designer Statement that explains your composing choices.

**Course Reflection** (1000 words)

At the end of the semester, you will write a reflection letter that covers how you met the goals and outcomes of this course. This reflection will incorporate your most updated theory of writing and will require that you use examples of your own writing as evidence of learning.

**Bi-Weekly Critical Reflections** (2000 words)

Every other week, you will write a formal critical reflection. These writing assignments (350 words each) will help you build a metacognitive understanding of writing and yourself as a writer. Each journal and reflection will have a prompt for you to follow and should be uploaded to the Canvas website by the specified date.

**Online Activities** (1100 words)

Each week there will be an activity to complete online. These activities will vary, but the work you will turn into Canvas should be polished, meaning that it is revised and edited. There will be detailed instructions for each activity under each weekly module. Please be aware that some of these activities will by synchronous, which means that we participate together as a class. These synchronous activities will take place on Thursdays from 11:00-12:15. Other activities will be asynchronous, which means you will complete them individually. Due dates and times will be posted each Sunday evening. Please watch the weekly module video and read the weekly description by Monday at 7 pm.

LATE WORK

All work must be submitted by the due date to earn an A for the course. Drafts need to be completed by the due date in order for you to receive feedback, both from your peers and from me, so that you can progress to the next draft. Drafts that are late are not guaranteed to receive timely, detailed feedback and are subjected to losing points for being late. Journal posts that are completed one day late are eligible for half-credit. After one day, students cannot earn credit for late journal posts. Online assignments should be submitted to Canvas by the stated due date and time. Please pay attention to when online activities are due each week as due dates and times will vary. **Students’ grades for the course will be penalized for late submission of final drafts. Five points will be deducted from the final grade for each day a final draft is turned in late.**

I am gracious with extensions, but you must request an extension through writing (via email) at least 12 hours before the assignment is due. There will also be a three-hour grace period after each online assignment is due. So if you do not turn it in by exactly the due date time slot, the three-hour grace period will go into effect. This is to help with computer issues that sometimes arise.

**Back up Policy:** As you are working online, sometimes things do not save or interfaces do not cooperate. If you find that you are having difficulties submitting something to Canvas, please email me about your situation and attach the document of whatever is due to that email. It is also a good idea to save your work in multiple places and to save it often.

FINAL GRADES

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| --- | --- | --- | --- |
| A | 93 – 100 | C | 73 – 76 |
| A- | 90 – 92 | C- | 70 – 72 |
| B+ | 87 – 89 | D+ | 67 – 69 |
| B | 83 – 86 | D | 63 – 66 |
| B- | 80 – 82 | D- | 60 – 62 |
| C+ | 77 – 79 | F | 0 – 59 |

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| --- | --- |
| College-level Writing Requirement | To demonstrate college-level writing competency as required by the State of Florida, the student must earn a “C-” or higher in the course, and earn at least a “C-” average on the required writing assignments. If the student does not earn a “C-” average or better on the required writing assignments, the student will not earn an overall grade of “C-” or better in the course, no matter how well the student performs in the remaining portion of the course. |

ATTENDANCE

FSU’s Composition Program maintains a strict attendance policy to which this course adheres: **an excess of four (4) absences is grounds for failure**. You are required to be an active member of the ENC 1101 classroom community, and if you do not attend class regularly, you cannot fulfill that requirement. You should always inform your instructor, ahead of time when possible, about why you miss class. Save your absences for when you get sick or for family emergencies. **Not showing up for a conference counts as two absences.**

Since we are a hybrid class, attendance is counted differently. Online attendance will be counted on the days you are asked to participate in synchronous (at the same time) group discussions and small group work. The times we will participate in these discussions and group work will be on Thursdays during what would have been our scheduled class time: 11:00-12:15. If I find that you are not participating in these online group activities, I will email you of your absence.

* If you have an excellent reason for going over the allowed number of absences, you should call Undergraduate Studies (850 644 2451) and make an appointment to discuss your situation with them. If you can provide proper documentation of extreme circumstances (for example, a medical situation or some other crisis that resulted in you having to miss more than the allowed number of classes), Undergraduate Studies will consider the possibility of allowing you to drop the course and take it the following semester.
* Important Note: FSU’s Composition Program Attendance Policy does not violate the University Attendance Policy that appears in the “University Policies” section in this syllabus. The Composition Program Attendance Policy simply specifies the number of allowed absences, whereas the University Attendance Policy does not.

LATE POLICY

If you are more than 10 minutes late to class (either face-to-face or for our online discussions), you will be counted for half an absence. Attendance is taken promptly at the beginning of our class time.

CIVILITY POLICY

This class will tolerate neither disruptive language nor disruptive behavior. Disruptive language includes, but is not limited to, violent and/or belligerent and/or insulting remarks, including sexist, racist, homophobic or anti-ethnic slurs, bigotry, and disparaging commentary, either spoken or written (offensive slang is included in this category). While each of you have a right to your own opinions, inflammatory language founded in ignorance or hate is unacceptable and will be dealt with immediately. Disruptive behavior includes the use of cell phones, laptops, or any other form of electronic communication during the class session (email, web-browsing). Disruptive behavior also includes whispering or talking when another member of the class is speaking or engaged in relevant conversation (remember that I am a member of this class as well). This classroom functions on the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility. If you are disruptive during our online sessions, I will ask you in a private message to leave the discussion board, and I have the right to count you absent.

UNIVERSITY POLICIES

**University Attendance Policy**

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

**Academic Honor Policy**

The Florida State University Academic Honor Policy outlines the University’s expectations for the integrity of students’ academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to “…be honest and truthful and…[to] strive for personal and institutional integrity at Florida State University.” (Florida State University Academic Honor Policy, found at<http://fda.fsu.edu/Academics/Academic-Honor-Policy>.)

**Americans with Disabilities Act**

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu<http://www.disabilitycenter.fsu.edu/>

**Free Tutoring from FSU**

On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services’ comprehensive list of on-campus tutoring options at<http://ace.fsu.edu/tutoring> or tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

**Liberal Studies for the 21st Century**

The *Liberal Studies for the 21st Century* Program at Florida State University builds an educational foundation that will enable FSU graduates to thrive both intellectually and materially and to support themselves, their families, and their communities through a broad and critical engagement with the world in which they live and work. Liberal Studies thus offers a transformative experience. This course has been approved as meeting the **Liberal Studies** requirements for English and thus is designed to help you become a clear, creative, and convincing communicator, as well as a critical reader.

**Syllabus Change Policy**

Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

OTHER INFORMATION

**Reading/Writing Center (RWC)**

The Reading/Writing Center offers writing support to all FSU students, including first-year undergraduates, students in all majors, international and other ELL students, CARE students, student athletes, and graduate students across the disciplines. Its approach to tutoring is to provide guidance to help students grow as writers, readers and critical thinkers by developing strategies to help writers in many situations. RWC tutors act as a practice audience for students’ ideas and writing, helping them develop their writing in many areas.

During the Fall and Spring semesters, the RWC operates in three locations on campus: Williams (Room 222C), Strozier Library, and Johnston Ground. During Summer C, students can visit the Williams RWC Monday – Thursday.

RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit http://fsu.mywconline.com/

**The Digital Studio**

The FSU Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a web site, developing an electronic portfolio for a class, creating a blog, selecting images for a visual essay, adding voiceover to a presentation, or writing a script for a podcast. Consultants in the Digital Studio offer assistance in composing digital and multimedia assignments/projects, such as designing an electronic portfolio, designing a website, creating a blog, composing a visual essay, selecting images to embed in a text, adding audio and/or video into a text, and creating a presentation. Students who attend the Digital Studio are not required to work with a tutor: The Digital Studio is also open to those seeking to work on their own to complete assignments/projects or to improve overall capabilities in digital communication. However, tutor availability and workspace are limited so appointments are recommended.

During the Fall and Spring semesters, the Digital Studio offers consultation at two locations, Williams 222B and Johnston G0062. During Summer C, students are welcome to visit the Williams location.

RWC hours vary each semester. To view the RWC schedule or make an appointment with a consultant, please visit http://fsu.mywconline.com/

**Plagiarism**

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Any instance of plagiarism must be reported to the Director of College Composition and the Director of Undergraduate Studies. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers. Plagiarism is included among the violations defined in the Academic Honor Code, section b), paragraph 2, as follows: “Regarding academic assignments, violations of the Academic Honor Code shall include representing another’s work or any part thereof, be it published or unpublished, as one’s own.”

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