

## ENC 1101 Section 27

Fall 2010  
Location: Williams Building, Room 310  
Meeting Times: 11:15 – 12:05 MWF

Instructor: Stephen McElroy  
Office Location: WMS 329  
Office Hours: TBD  
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### First Year Composition Mission Statement

First-Year Composition courses at FSU teach writing as a recursive and frequently collaborative process of invention, drafting, and revising. Writing is both personal and social, and students should learn how to write for a variety of purposes and audiences. Since writing is a process of making meaning as well as communicating, FYW teachers respond to the content of students' writing as well as to surface errors. Students should expect frequent written and oral response on the content of their writing from both teacher and peers. Classes rely heavily on a workshop format. Instruction emphasizes the connection between writing, reading, and critical thinking; students should give thoughtful, reasoned responses to the readings. Both reading and writing are the subjects of class discussions and workshops, and students are expected to be active participants of the classroom community. Learning from each other will be a large part of the classroom experience.

If you would like further information regarding the First-Year Composition Program, feel free to contact the program director, Dr. Deborah Coxwell-Teague ([dteague@fsu.edu](mailto:dteague@fsu.edu)).

### Course Goals

This course aims to help you improve your writing skills in all areas: discovering what you have to say, organizing your thoughts for a variety of audiences, and improving fluency and rhetorical sophistication. You will write and revise four papers, write sustained exploratory journals, devise your own purposes and structures for those papers, work directly with the audience of your peers to practice critical reading and response, and learn many new writing techniques.

### Required Materials:

- *On Writing* by Wendy Bishop (McGraw Hill, 2010)
- *The McGraw-Hill Handbook: Florida State University Edition* by Maimon, Peritz, & Yancey (McGraw-Hill, 2010)
- *Our Own Words* available at <http://english3.fsu.edu/writing/oow>
- Access to a computer outside of the classroom

### Course Outcomes

In ENC 1101 and ENC 1102, students work to develop their own thinking through writing. The First-Year Composition Program sees the aims–goals and objectives–of the courses as outcomes for students, and we share the position adopted by the Council of Writing Program Administrators (WPA). A detailed account of these outcomes can be found at [wpacouncil.org/positions/outcomes.html](http://wpacouncil.org/positions/outcomes.html)

### Requirements of Course

All of the formal written assignments below must be turned in to me in order to pass the course. Attendance is also a requirement. (More than four absences in a TR or MW class, or more than four absences in a 6 week course, or more than six absences in a MWF class is grounds for failure.)

- Three papers, edited and polished
- Three-four drafts and revisions of each of the three formal papers
- One group project and accompanying individual reflection
- Around 10 informal/exploratory journal entries
- Two individual conferences - scheduled by you and the instructor, in lieu of class time, to work one-on-one on a draft, writing strategy, etc.
- Thoughtful, active, and responsible participation and citizenship, including discussion, preparation for class, in-class informal writing, being our “Googler” and class secretary/blogger for a specified week

### Grading Breakdown

Assignment 1	15%
Assignment 2	25%
Assignment 3	20%
Group Assignment	15%
Participation	10%
Journal/Reflections	15%

### Paper by Paper Evaluation

Active participation in class discussion, discussion boards, conferences, workshops, and preparedness in class all factor into this section. Drafts will be graded on completeness and potential-not on editing or other mechanical issues. Final papers will be graded on audience awareness, organization, coherence, supporting evidence, thorough analysis, and editing. All other written and oral work will be graded on meaning or content and appropriateness to the assignment.

### Late Policy

Papers will generally be due before class on Monday mornings; the actual due date/time for each assignment will be dictated by the evolution of the semester. If papers are not submitted by the specified time, they will be considered late. Late papers are automatically deducted one-third of a letter grade. Each additional 24-hour period that passes after the due date/time will cause the paper to be marked down an additional one-third of a letter grade.

Example 1: Assignment #2 is due at 11:00 AM on Monday. Student A absent-mindedly forgot to submit her paper before she came to class. She goes home after class and turns in her paper at 12:20. Her paper earns a B, but her actual grade is a B- because it was turned in late, within the first 24 hours.

Example 2: Assignment #1 is due at 11:00 AM on Monday. Student B hasn't finished his paper and does not turn it in until 1:05 on Friday afternoon. His paper earns a B+, but his actual grade is a C+ because he turned his paper in over 48 hours late.

### Attendance

The First-Year Composition program maintains a strict attendance policy to which this course adheres: an excess of six absences in a MWF class is grounds for failure. You should always inform me, 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** as well. Part of your grade is based on class participation-if you are not here you can't participate!

### Tardiness Policy

Students should be ready to begin class at 11:15, but there are times when you will be running late. If you are late, please cause as little disruption as possible when you arrive. If you are more than 15 minutes late, you will be counted absent for that day. Additionally, arriving late (but less than 15 minutes) on three different occasions will result in an absence.

### First-Year Composition Course Drop Policy

This course is NOT eligible to be dropped in accordance with the "Drop Policy" adopted by the Faculty Senate in Spring 2004. The Undergraduate Studies Dean will not consider drop requests for a First-Year Composition course unless there are extraordinary and extenuating circumstances utterly beyond the student's control (e.g.: death of a parent or sibling, illness requiring hospitalization, etc.). The Faculty Senate specifically eliminated First-Year Composition courses from the University Drop Policy because of the overriding requirement that First-Year Composition be completed during students' initial enrollment at FSU.

### Civility

I 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 I do not disagree that you each 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, pagers or any other form of electronic communication during the class session (e-mail, 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. Remember that you will send me an e-mail that indicates you have read and understand this policy.

### Reading/Writing Center (RWC)

The Reading/Writing Center, located in Williams 222-C, is devoted to individualized instruction in reading and writing. Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Its clients include a cross-section of the campus: first-year students writing for composition class, upper level students writing term papers, seniors composing letters of applications for jobs and graduate schools, graduate students working on theses and dissertations, multilingual students mastering English, and a variety of others. The RWC serves mostly walk-in tutoring appointments, however it also offers three different courses for credit that specifically target reading, undergraduate-level writing, and graduate-level writing.

The tutors in the RWC, all graduate students in English with training and experience in teaching composition, use a process-centered approach to help students at any stage of writing: from generating ideas, to drafting, organizing and revising. While the RWC does not provide editing or proofreading services, its tutors can help writers build their own editing and proofreading strategies. Our approach to tutoring is to help students grow as writers, readers and critical thinkers by developing strategies for writing in a variety of situations.

During the fall and spring semesters, the RWC is open Monday through Thursday from 10 - 6 and Friday from 10 -2. Hours of operation vary in summer. Visit the RWC web site website or call 644-6495 for information.

#### \*Strozier Satellite Location\*

The Strozier location serves students where its most convenient for them, and alongside the research and advising services the library offers. Only walk-in appointments are available at this RWC location, on a first-come first-served basis, but students can sign up in advance the day of an appointment at the tutoring area. Hours vary by semester, but are updated on both the RWC web site and the Strozier Library web site at the start of each semester.

### Digital Studio

The 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. Tutors who staff the Digital Studio can help students brainstorm essay ideas, provide feedback on the content and design of a digital project, or facilitate collaboration for group projects and presentations.

Students can use the Digital Studio to work on their own to complete class assignments or to improve overall capabilities in digital communication without a tutoring appointment if a work station is available. However, tutor availability and workspace are limited so appointments are recommended.

To make an appointment e-mail us at fsudigitalstudio@gmail.com or visit the Digital Studio in Williams 222-B. Hours vary by semester and are updated at website.

### 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 First-Year 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." A plagiarism education assignment that further explains this issue will be administered in all first-year writing courses during the second week of class. Each student will be responsible for completing the assignment and asking questions regarding any parts they do not fully understand.

### Gordon Rule

In order to fulfill FSU's Gordon Rule "W" Designation (writing) credit, the student must earn a "C-" or better in the course. The University stipulates that students must write 7000 words in ENC 1101 & 1102 (at least 3500 words per course) to earn Gordon Rule credit.

### ADA

Students with disabilities needing academic accommodations should in the FIRST WEEK OF CLASS 1) register with and provide documentation to the Student Disability Resource Center (SDRC) and 2) bring a letter to the instructor from SDRC indicating the need for academic accommodations. This and all other class materials are available in alternative format upon request.

## **Assignment Descriptions**

### Assignment #1: Digital Literacy Narrative (4-5 pages)

This paper is an engagement with your online, digital, and technological experiences. For this assignment, you will tell the story of your life online up to the beginning of this class. What are your earliest memories of reading and writing online? What experiences have you had that have affected your attitude about the digital world? What sort of roles have you played online? How, when, why, and in what context? How have those roles formed your online identity? Finally, how have these experiences changed or affected your life, both online and in the non-digital world (i.e., face-to-face interactions with friends, family, peers, etc.)? This is an opportunity for you to have fun and to talk about yourself and your life as it has been affected by the Internet and technology. The experiences you have had are unique to you. The most effective digital literacy narrative is one that tells a coherent story and provides specific details about the author's unique history, its events, and their consequences as he/she has experienced them.

### Assignment #2: Online Ethnography (6-7 pages)

In this assignment, you will begin to move beyond writing exclusively about your own experiences and toward writing critically about the world in which you are a participant, paying careful consideration to the role of your paper's audience. In your online ethnography, you will select an online community – any community that engages with itself and with other communities by means of the Internet – and observe it, recording the ways in which members of the community interact, their social norms, the rules by which they operate and communicate, the major players (the movers and shakers) of the community, their motivations, their beliefs, their customs, their habits, etc. The community you choose to report on can be anything from a Facebook or MySpace group to a sports/fashion blog to a forum for pocket-watch enthusiasts. In addition to recording the above and other traits of the community, you will present your reactions to (and analysis of) what you discovered during the course of your observations. How do you see this community operating as a group among other communities online? What kinds of effects does this community have on the online world as a whole? What purpose does this community serve, and in what ways does that purpose align or compete with that of other communities?

### Assignment #3: Critiquing the Construction of Online Communities (5-6 pages)

In preparation for Assignment #4, in which you and the members of your group will create your own online community, this paper is an explanation and analysis of how an online community is developed or constructed. Whereas Assignment #2 dealt with an online community and the interactions of its members, this paper will look at the means by which an online community interacts, i.e., the website itself – the language, the key terms or phrases, the website layout, the links, the search boxes, the images, the discussion boards, the hierarchical structure, the navigation menus, the usernames and passwords, the comment-fields, the archives, the tags, the use of audio/video, etc. How do these work toward or against the achievement of the community's purpose? How effective are the features of the community's website/forum? What is there? What is missing? To what extent is the audience/reader of the website considered, and how does the community take into account the needs of its audience? Pay special attention to the use of language. The analysis of these features is the key component to this paper. Provide specific evidence for what is effective and what is not. You may also want to suggest alternatives that you think would be more effective.

### Assignment #4: Group Project – Building an Online Community

In this final project, you will collaborate with 2-3 other members of the class to create, design, construct, and present your own unique online community. The type of community you create is strictly up to the members of your group. It can range from a fantasy-based MMORPG (like EVE Online) to a special interest group discussion forum or blog site (like for a specific film or fashion), to a dictionary/reference site (like wikipedia), to a file/video sharing site (like YouTube). Your group's job is to create the content of the site within the structure that you choose. In addition to the site, your group will write, as a unit, a 3-5 page rationale for your site in which you provide justifications and reasoning for the content, plot, and taxonomy of the site. Finally, each group-member will write a 1-2 page process memo in which you describe, in detail, your experience with this project. This final

project is a chance for you to showcase everything that you have learned about the rhetorical situation and about online communities over the course of the semester.