

**ENC1101-02: First Year Writing  
Summer 2013**

**Time: MTWR 9:45-11:15**  
**Place: WMS 002**  
**Office Hours: 11:15-12:15 M-W**

**Instructor: Stephen McElroy**  
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**Office: WMS 222A**

**First Year Composition Mission Statement**

First-Year Writing 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 three papers, devise your own purposes and structures for those papers, write informal, exploratory journals, work directly with the audience of your peers to practice critical reading and response, and learn many new ways of expressing yourself.

**Required Materials**

- On Writing: A Process Reader, Fourth Edition by Wendy Bishop (McGraw Hill, 2010)
- The New McGraw-Hill Handbook by Maimon, Peritz, & Yancey (McGraw-Hill, 2013)
- access to a computer, Blackboard, Microsoft Word
- access to email
- a Tumblr account

**Course Requirements/Grading Breakdown**

- Paper One (three drafts) – 20%
- Paper Two (three drafts) – 20%
- Paper Three (three drafts) – 20%
- Journals/Tumblr Posts – 10%
- Final Project – 20%
- Participation – 10%

**ALL FORMAL PAPERS AND THEIR DRAFTS MUST BE COMPLETED AND TURNED IN TO EARN A PASSING GRADE IN THIS COURSE.**

**Course Outcomes**

In ENC 1101, students work to develop their own thinking through writing. The First-Year Composition Program sees the aims (goals and objectives) of the courses for students, and we share the position adopted by the Council of Writing Program Administrators (WPA) regarding “‘outcomes,’ or types of results, and not ‘standards,’ or precise levels of achievement...[that] we expect to find at the end of first-year composition” (from the WPA Outcomes Statement). The aims lie in several areas:

1. Rhetorical Knowledge: By the end of first-year composition, students should: focus on purpose; respond to the needs of different audiences; respond appropriately to different kinds of rhetorical situations; use conventions of format and structure appropriate to the rhetorical situation; adopt appropriate voice, tone, and level of formality; understand how genres shape reading and writing, and write in several genres.

2. Critical Thinking, Reading, and Writing: By the end of first-year composition, students should: use writing and reading for inquiry, learning, thinking, and communicating; understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources; integrate their own ideas with those of others, and understand the relationships among language, knowledge, and power.

3. Processes: By the end of first-year composition, students should: be aware that it usually takes multiple drafts to create and complete a successful text; develop flexible strategies for generating, revising, editing, and proof-reading; understand writing as an open process that permits writings to use later invention and re-thinking to revise their work; understand the collaborative and social aspects of writing processes; learn to critique their own and others’ works; learn to balance the advantages of relying on others with the responsibility of doing their part, and use a variety of technologies to address a range of audiences.

4. Knowledge of Conventions: By the end of first-year composition, students should: learn common formats for different kinds of texts; develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics; practice appropriate means of documenting their work, and control such surface features as syntax, grammar, punctuation, and spelling.

5. Composing in Electronic Environments: By the end of first-year composition, students should: Use electronic environments for drafting, reviewing, revising, editing, and sharing texts; locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases, other official databases, and informal electronic networks and internet sources, and understand and exploit differences in the rhetorical strategies and in the affordances available for both print and electronic composing processes and texts.

## **POLICIES**

**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.

**Attendance:** The First-Year Composition program maintains a strict attendance policy to which this course adheres. Because of the collaborative and cooperative nature of the first-year writing courses, class attendance is crucial. I keep attendance and will adhere to the First-Year Writing rule that an excess of three absences 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 an absence. Keep in mind: part of your grade is based on class participation – if you are not here, you can't participate!

It is ultimately your responsibility to keep up with your absences. You may talk to me at any time regarding your attendance record. I take attendance and make announcements about assignments at the beginning of class, so if you are late, it is your responsibility to make sure you receive any necessary information. It is also your responsibility to make arrangements with me about turning in any missed work. Some in-class work cannot be made up.

Please make every effort to come to class on time. Being late will impact your participation grade, and three tardies equals one absence.

**Participation:** Participation is crucial in this class because we will rely on one another for feedback on our writing and thinking processes. Participation accounts for 10% of your final grade. Class participation means more than getting your body into the classroom. It's not just how much you say in class; it's your effort to be present in and add to our discussions. Your grade will reflect your attendance, preparation, and the quality of your contributions to our class work.

**Civility:** 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. 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.

**Cell Phones:** Cell phone usage is inappropriate for an academic environment. This includes calls, text messaging, picture messaging, playing games, etc. Please turn off all cell phones before class begins. Please observe this request; in some cases, I may need to take

action, such as asking you to leave, to maintain an uninterrupted learning environment for other students.

**Late work:** Late work will be subject to a penalty of one letter grade per class day late. (For example, a B+ paper turned in one class day late would receive a final grade of C+.) Computer and printer problems are no excuse for turning work in late; foresee the possibility that technical difficulties will arise, and print your paper well before class time on the due date. Also, be sure to back your documents up on disk as you write, so that technical failures will not cause you to lose your hard work. If a required draft is turned in late, or if the draft is incomplete or missing at peer review, 1/3 letter grade per missing draft will be detracted from the final grade for assignment; that is, a B+ paper would receive a final grade of B if the student turned in one of his or her drafts late.

### **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 Writing 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.

### **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://dof.fsu.edu/honorpolicy.htm>.)

### **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.

**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, and in order to receive a "C-" or better in

the course, the student must earn at least a "C-" on the required writing assignments for the course. If the student does not earn a "C-" or better on the required writing assignments for the course, 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. The University stipulates that students must write 7,000 words in ENC 1101 & 1102 (at least 3,500 per course).

### Week One: June 24-28

DAY	TOPIC/ACTIVITY	READ/DO	DUE
Monday	-	-	-
Tuesday	Syllabus/Intro		
Wednesday	Drafting, Paper One	"Shitty First Drafts" (OW 279-282)	
Thursday	Revision and Process	"Ideas for Revision" (OW 295-297)	Prepare to share a 'snapshot' w/class

### Week Two: July 1-5

DAY	TOPIC/ACTIVITY	READ/DO	DUE
Monday		"Responding—Really Responding" (OW 309-318)	Draft One—Paper One
Tuesday	****	Conferences - Bring Draft Two	****
Wednesday		**** Conferences - Bring Draft Two	****
Thursday	NO CLASS	NO CLASS	NO CLASS

### Week Three: July 8-12

DAY	TOPIC/ACTIVITY	READ/DO	DUE
Monday	What Tech. Does to Us / Intro Paper Two		<b>Paper One Final Draft</b>
Tuesday		Carr - "Is Google Making Us Stupid?" (on Bb)	
Wednesday		Baron - ""From Pencils to Pixels" (on Bb)	
Thursday		MH - "Write Paragraphs that have clear organization (MH 61-66)"	Draft One - Paper Two

### Week Four: July 15-19

DAY	TOPIC/ACTIVITY	READ/DO	DUE
Monday		MH- "Use Transitional words and phrases" (MH 93-95)	Draft Two—Paper Two
Tuesday		"False Rules and What is True About Them" (OW 542-556)	

Wednesday			
Thursday	Introduce Paper Three		<b>Paper Two Final Draft</b>

### Week Five: July 22-26

DAY	TOPIC/ACTIVITY	READ/DO	DUE
Monday			Draft One—Paper Three
Tuesday		Wallace –“Consider the Lobster” (on Bb)	
Wednesday		**** Conferences – Bring Draft Two ****	
Thursday		**** Conferences – Bring Draft Two ****	

### Week Six: July 29 - August 2

DAY	TOPIC/ACTIVITY	READ/DO	DUE
Monday	Introduce Final Project	“Intro to Postcards” (on Bb)	<b>Paper Three Final Draft</b>
Tuesday			
Wednesday			
Thursday			<b>Final Project Due</b>