First Year Composition and Rhetoric
ENC 1101—Section 25
MTWR 1:15 -- 2:45
WMS 310

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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 person 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 communication, FYC teachers respond to the content of students' writing as well as to surface errors. Students should expect frequent written and oral response of 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 discussion and workshops, and students are expected to be active participants of the classroom community. Learning from each other will be a larger 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).

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.

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) 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 aim lies in several areas:

Rhetorical Knowledge
By the end of first-year composition, students should:
*   Focus on a 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
*   Write in several genres

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
*   Understand the relationship among language, knowledge, and power

Processes

By the end of the 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 proofreading
* Understand writing as an open process that permits writers to use later invention and rethinking 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
* Use a variety of technologies to address a range of audiences

Knowledge of Conventions
By the end of the 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
* Control such surface features as syntax, grammar, punctuation, and spelling

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

Required Textbooks and Course Materials
* On Writing: A Process Reader, Florida State University Edition by Wendy Bishop
* The McGraw-Hill Handbook by Maimon, Peritz, and Yancey (McGraw-Hill, 2014)
* Our Own Words, Available Online
* Access to a Computer (the university provides a number of computer labs)
* A secure, accessible way of storing class materials (i.e. pdf files, drafts etc)

Requirements of Course
All formal writing assignments below must be completed and turned in to pass the course.
* Four projects, edited and polished, with an accompanying reflective piece
* Three drafts and revisions of each Project
* Informal journals
* Two individual conferences-- scheduled by you and your instructor, in lieu of class time, to work one-on-one on a draft, writing strategies etc.
* Thoughtful, active, and responsible participation and citizenship, including discussion, preparation for class, in-class informal writing

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.

Paper 1 = 20&
Paper 2 = 20%
Paper 3 = 30%
Paper 4 = 15%
Journals = 10%
Participation = 5%

Attendance
The First-Year Composition program maintains a strict attendance policy to which this course adheres: an excess of 3 absences in a MTWR 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 a conference counts as an absence as well. Remember part of your grade relies upon class participation—if you are not here you cannot participate!

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 (i.e. death of a parent or sibling, illness requiring hospitalization, etc). The Faculty Senate specifically eliminated First-Year Composition from the University Drop Policy because of the overriding requirement that First- Year Composition be completed during students' initial enrollment at FSU.

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 (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, pagers 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 of the premise of respect, and you will be asked to leave the classroom if you violate any part of this statement on civility. This classroom is a community and will function as a safe environment for all members. Remember that you will send me an email confirming that you have both read the entire syllabus and understand this policy.

Journals
Exploratory journals usually deal with a reading assignment or class discussion. Journals should be thoughtful and show the depth of your thinking process; you might tell stories to illustrate your ideas, you might end up contradicting yourself, you might write things you aren't certain are true or not—these are a few ways you can "explore" in your journals. We will regularly share journals in class, so be sure to write things you are comfortable discussing with others.

Drafts, Revisions, and Final Papers
You will need to make copies of your drafts and revisions (not final papers) before you come to class on days we workshop for each group member. The number of drafts needed will be provided to you prior to each workshop. I require that all drafts and revisions be typed (MLA format, 1-inch margins). You have access to a number of computer labs around campus, so if you don't have your own computer take advantage of one of FSU's. Final papers do not need covers or title pages. All you written work must have your name, my name and the date at the top of the first page. You will be responsible for some photocopying expenses for this class on occasion, in order to share your writing with your peers. You will generally be choosing your own topics and structures for the drafts and papers in this class. You will be required to share your work with your classmates so take care in what you choose to write about. Your writing for this class is nearly always public in the sense that others will be reading, hearing and commenting on it.

Late Work
Late work should always be avoided. However, when it is absolutely necessary to submit a paper or project late, a penalty of one letter grade per day will be assessed. Journals will not be accepted late.

Reading/Writing Center (RWC)
What is the RWC? Part of the English Department, the RWC serves Florida State University students at all levels and from all majors. Think of the RWC as an idea laboratory: it is a place to develop and communicate your ideas!

Who uses the RWC? In short: everyone! The RWC's 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.

Where is the RWC located? As of Fall Semester 2012, the RWC currently has four locations: the newly remodeled Williams 222 location, the gleaming Johnston Ground location, the happening Strozier Library location, and the up-and-coming Dirac Library location. For students who are distance learners, online tutoring is available. Contact Dr. Wells at jwells2@fsu.edu for information.

What are the hours? Hours vary by location. Check the online schedule for availability.

Who works there? The tutors in the RWC are graduate students in English with training and experience in teaching writing, and undergraduate students who have completed a 3-credit English elective course in tutoring writing and who have been apprentice tutors in the RWC.

What happens in a RWC session? Many things! You can come with a prompt and talk about your ideas with someone who will be an active listener and ask questions to help you figure out what you think. You can come with a few ideas jotted down, and you can talk through your organization with a tutor. Once you have written parts of a draft or a whole draft, you can see if you communicated your ideas clearly by having a tutor be your "practice audience." They will listen as a reader, and explain to you what they are thinking as a reader. If they hear what you intended to communicate, hooray! If not, you have an opportunity to revise before you give your work to your actual audience. The tutors will even help you learn editing and proofreading strategies so you can independently communicate your ideas clearly.

How do I make an appointment? The best way is by using our online scheduling website: http://fsu.mywconline.com Instructions for making an appointment can be found here:http://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment While we will accept walk-ins if a tutor is available, it is usually best to book ahead.

How much tutoring help can I have? All FSU students can have 1.5 hours of tutoring a week FOR FREE! This includes all locations, i.e., NOT 1.5 hours in Williams, 1.5 hours in Strozier, etc. Students who opt to register for ENC 1905, REA 1905, or ENG 5998 may have more time depending on the number of credits they choose to take. Appointments are limited to 60 minutes/day.

The Digital Studio
What is the Digital Studio? The Digital Studio provides support to students working individually or in groups on a variety of digital projects, such as designing a website, 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. The DS has both Macs and PCs, and some of the cool software available in the DS includes Photoshop, InDesign, Windows Movie Maker, iMovie, and more!

Who uses the DS? Any FSU students who want to complete digital class assignments (e.g., for FYC or WEPO) or to improve overall capabilities in digital communication. Students also use the DS to make Prezis, business cards, flyers for their own student organizations, and more!

Where is the DS? There are two DS locations: Williams 222 and Johnston Ground.

What happens in a DS session? Like the RWC, think of the DS as an idea lab, only it is a place to explore ideas in digital texts and to learn new technologies to communicate ideas in those mediums.

How do I make an appointment? The best way is by using our online scheduling website: http://fsu.mywconline.com The DS does accept walk-ins, but the DS gets booked by large groups and is very busy at the end of the semester, so it is best to plan ahead.

How much tutoring can I have? You can use the DS as much as you'd like!

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 of any part thereof, be it published or unpublished, as one's own." A plagiarism education assignment that further explains this issue will be administered during the second week of class. Each student will be responsible for completing the assignment and asking questions.

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.

Brief Descriptions of Required Assignments - Full Assignment Sheets Forthcoming

1) Genealogy (1600-2000 words) - 20%
   In this assignment, students will trace a "semiotic unit" across three different textual instantiations, composing a 'genealogy' narrative of a concept, idea, or meaning-module in different situations.

2) Remediation (Non-Traditional; accompanied by 700-1000 word reflection) - 20%
   In this assignment, students will remediate their genealogy into a different medium, such as a video, blog, poster, etc., and write an accompanying reflective piece in which they discuss the remediation process.

3) Rhetorical Assemblage (Non-Traditional; accompanied by 2000-2500 word Essay) - 30%
   In this assignment, students will create a textual assemblage in response to a particular rhetorical situation and compose an essay in which they analyze their assemblage and their composing process in terms of the rhetorical situation, genre, modes, and so on.

4) Final Reflective Essay (700-1000 words) - 15%
   In this assignment, students will write a short reflective essay in which they describe what they will take with them from this class as they move on into their college careers.

Ten Informal Journals (300-400 words Each) - 10%

Class Discussion and Workshop Participation - 5%

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

Course Schedule*
*schedule subject to change with advanced notice

Week 1
Monday, June 23ʳᵈ – Course Policy Overview - The Elements of Creativity Video
Read: None
Homework: None

Tuesday, June 24ᵗʰ - Introduction to Project 1 - Case Studies in Remix
Read: Harris, "Rewriting" (Bb)

Homework: **Journal 1** - "What is writing? What is a "remix"? What is "assemblage"? Is there a connection between the three? What are your expectations for this course? What do you hope to gain out of this course?"

Wednesday, June 25ᵗʰ – First Project Exercise, Making an Outline
Read: "Shitty First Drafts" (On Writing) "The Internet Made Me Do It" (On Writing) MH2: Chapter 3
Homework: **Journal 2** - Find three texts that you might use in your first assignment, and describe what you're thinking about doing with those texts.

Thursday, June 26ᵗʰ – Assemblage, Remix, and Plagiarism exercises
Read: Johnson-Eilola and Selber, "Plagiarism, Originality, Assemblage" (Bb)
Homework: **Journal 3** - Using the reading strategies we have learned, how does Johnson-Eilola and Selber's concept of assemblage relate to Remix? Where do we draw the line between plagiarism and originality? Are there any parts of this article that confuse you?

Week 2
Monday, June 30ᵗʰ – No Class - Conferences
Homework (Bring to Conference): **2-3 Pages of a First Draft and an outline of the rest**.

Tuesday, July 1st – No Class - Conferences
Homework (Bring to Conference): **2-3 Pages of a First Draft and an outline of the rest**.

Wednesday, July 2ⁿᵈ – Peer Review & Reading Strategies, Workshop #1
Read: Teague "Making Meaning" (On Writing), "How to Write with Style" (On Writing), Palahniuk's Style Guide (Bb)
Homework: **Full Draft of Project 1**

Thursday, July 3rd – Workshop #2
Read: MH2: Chapter 4
Homework: **Journal 4** – Brief paragraph (100-150 words) describing Wednesday's workshop experience: what was most helpful? What didn't help? How are you applying feedback to draft 2? **Draft Two of Project 1**.

Week 3
Monday, July 7ᵗʰ - Introduction to Project 2 - Remediation
Read: Bolter and Grusin, "Remediation" (Bb)
Homework: **FINAL DRAFT of Project 1**

Tuesday, July 8ᵗʰ- Multimodality
Read: "What is Multimodality?" Watch Kress video and Wysocki "awaywithwords" (Bb)
Homework: **Journal 5**: Brainstorming ideas for your Remediation

Wednesday, July 9ᵗʰ – Genre Theory - Everything is a Remix, Part 2
Read: Chandler, "Introduction to Genre Theory" (Bb)
Homework: **Journal 6**: What is "genre"? What do you see as the relationship between modes and genre?

Thursday, July 10ᵗʰ – Remediation Workshop
Read: MH2: Chapter 5
Homework: **Draft One of Remediation**—also bring materials to work on project.

Week 4
Monday, July 14ᵗʰ - Remediation Workshop
Read: None.
Homework: **Draft Two of Remediation**

Tuesday, July 15th - Teasing Out Genre
Read: "My Digital Agenda" (On Writing), "Facelessbook" (On Writing), "Speak for Yourself" (On Writing)
Homework:

Wednesday, July 16th Intro to Rhetoric
Read: Corbett and Connors "A Brief Explanation" (On Writing)
Homework: **Remediation Final Draft**

Thursday, July 17th - Intro to Rhetorical Assemblage and The Rhetorical Situation
Read: Bitzer, "Rhetorical Situation" (Bb)
Homework: **Journal 7**: Define the three constituents of Bitzer's rhetorical situation. Provide examples of each.

Week 5
Monday, July 21st – Rhetorical Situation, Part 2
Read: "The Role of Audiences" (On Writing)
Homework: **Journal 8**: List and describe five texts from which you will draw to create your rhetorical assemblage.

Tuesday, July 22nd - Bitzer, Part 2
Read:
Homework: **Journal 9**: Brainstorm ideas for your final project, attending to exigence, audience, and constraints, as well as genre and modes.

Wednesday, July 23rd – No Class - Conferences
Homework: **A draft/sketch/mockup of your assemblage, along with 2-3 pages of the accompanying essay**

Thursday, July 24th - No Class - Conferences
Homework: **A draft/sketch/mockup of your assemblage, along with 2-3 pages of the accompanying essay**

Week 6
Monday, July 28th - Final Project Open Workshop
Read:
Homework: **Final Project, Draft 2**

Tuesday, July 29th - Introduction to Reflective Essay, Remix Revisited

Wednesday, July 30th – Final Project Showcase
Read:
Homework: **Final Project FINAL DRAFT**
Journal 10 - Begin brainstorming for your reflective essay. Has this course changed how you think about composition and processes of composing? How? How might you apply the concepts we've talked about in future writing assignments and college courses?

Thursday, July 31st – Finish Project Showcase - LAST DAY OF CLASS
Read:
Homework: **Final Project FINAL DRAFT**

Friday, August 1st - **Reflective Essay DUE**