

**ENC 1101-for All Sections  
Department of English  
Florida A & M University  
Tallahassee, FL 32307-4800**



**Administrative Offices**

**446 Tucker Hall  
(850) 599-3737**

**Writing Resource Center**

**124 Tucker Hall  
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**Web Address**

**<http://www.famu.edu/DepartmentofEnglish>**

**ENC 1101: Freshman Communicative Skills I**  
**Department of English**  
**Florida A & M University**

**Course Description:**

ENC 1101 is the first of two 3-credit mandatory composition courses. Its purpose is to improve students' oral and written communication skills as well as their research and critical thinking abilities through narration, exposition, and argumentation.

**Required Text:**



*Patterns for College Writing* 5<sup>th</sup> ed. Barbara Fine Clouse

**WEC:** This course is a designated *Writing Enhanced Course (WEC)* in the Writing Across the Curriculum (WAC) program at FAMU. You will receive substantive instruction in the writing process (e.g., enhancing general academic writing mechanics, using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, and using references). You will also have multiple opportunities to practice writing as a means of acquiring the knowledge and skills specific to this course. Writing assignments will comprise 20-40% of the course grade. For additional information regarding this institutional initiative and supporting resources, visit [www.famu.edu/QEP](http://www.famu.edu/QEP) or contact [wac@famu.edu](mailto:wac@famu.edu).

**Performance Goals:**

In order to complete ENC 1101 with a grade of “C” or higher, the student must satisfy the following requirements:

1. Students must make a passing score of 3 or higher on a diagnostic essay that will be completed during the first week of the semester. If the student does not score at least a 3 on this pre-assessment essay, then he/she must attend the Writing Center, as partial fulfillment of ENC 1101.
2. Students must participate in class (homework, quizzes, exercises, discussions, etc.).
3. Students must write two out-of-class essays. (See instructor for choice of rhetorical patterns.)
4. Students must write one out-of-class documented argumentative essay.
5. Students must attend Freshman Critical Thinking Seminars and complete a response survey.
6. Students must complete a final graded in-class essay during the final week of class that will be assessed by **using the University’s uniform critical thinking rubric.**

**Course Objectives:**

Students will:

1. Read with literal comprehension
  - identify main ideas
  - list supporting details
  - explain the contextual meaning of words

- 1.2 Read with critical comprehension
  - state author's purpose
  - describe author's tone
  - detect bias in text
  - draw logical inferences and conclusions
2. Write expository essays
  - 2.1 Write critical/analytical essays
    - write position papers
    - provide impromptu written responses to questions about literary works
    - analyze various elements of literature, such as character analysis, theme, imagery, symbolism
    - write critical evaluation of non-literary texts and other genres (film, for example)
  - 2.2 Transmit ideas and information which conform to conventional standards of written English

**In addition to the General Education Outcomes described above, this course also has expected critical thinking learning outcomes.**

FAMU's Critical Thinking Definition: *the ability to understand, apply, analyze and solve problems, develop new knowledge, and think creatively.*

**Specific Critical Thinking Learning Outcomes based on revised Bloom's Taxonomy:**

1. **Remembering:** Students will demonstrate the ability to recall previously learned material, specific facts and theories.
2. **Understanding:** Students will demonstrate an awareness of what the material means; demonstrate an understanding of work based on one's knowledge of it.
3. **Applying:** Students will demonstrate the ability to use data, principles, theories learned to answer questions in a new environment; demonstrate the ability to apply what is learned and understood.
4. **Analyzing:** Students will demonstrate the ability to break down material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
5. **Evaluating:** Students will demonstrate the ability to make judgments based on criteria and standards through checking and critiquing.
6. **Creating:** Students will demonstrate the ability to put elements together to form a coherent or functional whole; demonstrate the ability to reorganize elements into a new pattern or structure through generating, planning, or producing.

**Additional Course Objectives:**

The student must show mastery of grammar editing skills on an objective test and must write an essay showing evidence of the following skills:

1. Selecting a subject which lends itself to development,
2. Determining the purpose and the audience for writing,
3. Limiting the subject to a topic that can be developed within the requirement of time, purpose, and audience,
4. Formulating a thesis statement that focuses the essay,
5. Developing the thesis or main idea statement by
  - a. providing adequate support that reflects the ability to distinguish between generalized and specific evidence,
  - b. arranging the ideas and supporting details in logical pattern appropriate to the purpose and focus,

- c. writing unified prose in which all supporting material is relevant to the thesis or main idea statement, and
  - d. writing coherent prose and providing effective transitional devices which clearly reflect the organizational pattern and the relationships of the parts;
6. Demonstrating effective word choice by
    - a. using words that convey the denotative and connotative meanings required by context.
    - b. avoiding inappropriate use of slang, jargon, clichés, pretentious expressions, and avoiding wordiness;
  7. Employing conventional sentence structure by
    - a. placing modifiers correctly,
    - b. coordinating and subordinating sentence elements according to their relative importance,
    - c. using parallel expressions for parallel ideas, and
    - d. avoiding fragments, comma splices, and fused sentences;
  8. Employing effective sentence structure by
    - a. using a variety of sentence patterns and
    - b. avoiding overuse of passive constructions;
  9. Observing the conventions of standard American English grammar and usage by
    - a. using standard verb forms,
    - b. maintaining agreement between subject, verb, pronoun and antecedent,
    - c. avoiding inappropriate shifts in tense,
    - d. using proper case forms,
    - e. maintaining a consistent point of view,
    - f. using adjective and adverbs correctly, and
    - g. making logical comparisons;
  10. Using standard practices for spelling, punctuation, and capitalization; revising, editing, and proofreading units of discourse to ensure clarity, consistency, and conformity to the conventions of standard written American English.

**Grade Computation:** SEE INSTRUCTOR FOR SPECIFIC GRADE PERCENTAGES  
 Students will receive \*75% for graded essays, 25% for miscellaneous activities (class participation, exercises, and other assignments).

\*SEE YOUR INSTRUCTOR FOR SPECIFIC WRITING CENTER REQUIREMENTS.

**Supplies**

Always bring pens, and blank paper to class. Students are only required to bring the book with him/her when there is reading. Also print out and bring to class any online readings that are assigned. Each student must bring in at least two copies of his/her essay for class workshops. Each student is also required to bring his/her essay and a pen or pencil to conferences.

**PLAGIARISM**

Plagiarism is grounds for suspension from the university as well as for failure in this course. It will not be tolerated. Plagiarism is a counterproductive, non-writing behavior that is unacceptable in a course intended to aid the growth of individual writers.

## **CELL PHONES/FOOD**

All cell phones should be placed on silent or off. Don't answer phone calls or texts during class, and don't listen to Ipods or mp3 players during class. If a student does either, he/she will be asked to leave class and be counted absent for the day. Food of any kind is not allowed in the classroom; do not bring it. Drinks are allowed if they are in closed containers such as a plastic bottle or the like.

## **Attendance**

I keep strict attendance; hence, each student is allowed four absences. Save your absences for when you get sick (and you will) or for family emergencies. In this course, there is no such thing as excused or unexcused absences; you have four absences for the semester. In addition, two tardies equal one absence. You are considered tardy if you are not present once I begin calling roll. If you are more than 15 minutes tardy, then you will be counted absent. Five absences will result in a minimum one-letter grade deduction for the final grade and a letter grade drop for each absence after the fourth (This means that if you receive an A in the course but have seven absences, you receive a D as your final grade. Excessive absences are grounds for failure.

Any signed absent excuses from the student's doctor, campus clinic, dean, campus organization, or athletic director must be turned in to the professor within a week after the student receives it to be accepted. Student must also turn in all work previously due if he/she hasn't turned it in prior to handing in the excuse.

## **Assignments**

Assignments, except in class writing assignments, must be typed double-spaced in 12-point font, New Times Roman.

## **Conferences**

Each student will be required to meet with the professor at least once during the semester; conferences will be held once at the beginning of the semester and once towards the end of the semester. The professor will pass around a sign-up sheet and the student must meet the professor in their office on that day and time. During the week of conferences, all classes for the week will be cancelled and missing conference will result in 2 unexcused absences. Students are also encouraged to use the professor's office hours.

## **Essays**

Over the course of the semester, each student will produce numerous essays. Three of these essays will be out-of-class essays of 4-6 pages each. One will be a documented out-of-class essay. There will also be a timed, in-class essay. Each of the essays will be graded using the rubrics provided in the syllabus that accompanies the class textbook.

## **Drafts, Revisions, and Final Drafts**

Students will always need to make two copies of your drafts and revisions (not final papers) before you come to class. All drafts should be typed with 1-inch margins in 12-point font, times new roman in 10-point font. Final papers must be typed (no covers or title pages but each paper should have a thoughtful title). All your written work must be in MLA format

You may be choosing your own topics and structures for the drafts and papers in this class (after the first week). Your audience, though, is always primarily your peers present in this class. Therefore, your writing for this class is nearly always public writing in the sense that others will be reading, hearing, and commenting on it.

## **Grammar**

Grammar will not be discussed in class unless the professor finds that a majority of the class has a particular problem. To compensate for this, the professor will list the grammar issues present in the student's writing on the final draft of his/her essay. The student is to utilize all available sources (the cheap grammar book he/she was to purchase for the class, the professor's office hours, the **Writing Resource Center located on the first floor of Tucker Hall**, and/or any online resources the professor provides on Blackboard) to correct the grammar issue(s).

## **ADA**

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

## **METHOD OF EVALUATION**

Participation in class discussion is essential in this course. All students are expected to have read the works by the assigned date and to be prepared to participate fully in the class discussions. Quality of class discussion will count as an equal grade with other work.

Written assignments will be graded first on the clarity and pertinence of ideas and secondly on the level of mechanical skill displayed as described in the grading rubrics.

\*\*Students must turn in each one of the essays and due the final project to receive a passing grade in the course. If any student does not turn in all of the essays he/she will fail the class.

## **Grading**

A  $\geq$  90    B  $\geq$  80    C  $\geq$  70    D  $\geq$  60    F < 60

	Weight	Due Date
Essay #1 (Personal Narrative Essay)	15%	
Essay #2 (Compare/Contrast Essay)	20%	
Essay #3 (Annotated Bibliography)	10%	
Argumentative Essay	25%	
Participation	20%	
Homework	10%	

**\*\* assignments and dates may change as the professor deems necessary\*\***

## **FORMAT FOR ASSIGNMENTS**

Students' written work should be neat, written in ink, and on standard 8 ½" by 11" white, lined paper or typed with double spacing. No work written on colored paper will be accepted, (no legal pad paper). All written work should have a right and left margin of

one inch. Spiral notebook paper should have the ragged edges clipped if the essay is a homework assignment. Essays should have titles and dates clearly designated.

**Each formal essay submitted must have the following:**

**Name**  
**Course and section**  
**Professor's name**  
**Date**

**The documented essay must conform to MLA documentation style.** A separate grade is given for documentation and format on the documented essay. We will discuss MLA format towards the second half of the semester.

Each student should also be aware that it is impossible to pass the course if all the essays have not been completed. Please observe these simple procedures. All of us will have a fruitful and less encumbered semester.

### **LATE ASSIGNMENTS**

**I DO NOT ACCEPT LATE ASSIGNMENTS. Assignments are due in class on the date designated. Written work brought to my office any time on that due date will be accepted without penalty unless I have indicated an in-class due date. No LATE assignments will be accepted without a written excuse from an appropriate authority (i.e., the dean's office, dept. chair, etc.).**

### **Grade of "I" (Incomplete)**

Students may receive an "I" only if they meet the following criteria: (1) they are passing the course with a 70% or higher and have completed all course work except two essays; (2) they have a valid excuse for not having completed the required course work. Student's should provide instructor with proof of the crisis or emergency that prevents them from completing course work during the semester. This information needs to accompany the contract and change of grade requests submitted to the Dean. Students who receive an "Incomplete" **MUST SEE THEIR ENC 1101 TEACHER TO MAKE UP WORK AND TO CHECK ON CHANGE OF GRADE CONCERNS INVOLVING ENC 1101.**

**Semester Activities**  
**ENC 1101 – Freshman Communicative Skills I**

**WEEK 1**

Introduction to Course, Text(s) Guidelines  
Diagnostic Essay (Pre-Assessment)

**WEEK 2**

Diagnostic Language Skills Test (Pre-Assessment)  
Grammar Overview (Instructor's Option)

**WEEK 3 – 15**

Instructor's choice of various rhetorical modes, language skills exercises, and assigned essays that are required to meet course objectives/requirements.

Each instructor is responsible for providing students with his/her tentative schedule of weekly activities and individual expectations regarding classroom conduct and other pertinent information.

**FINAL EXAMINATION WEEK**

Composition Studies will not be using the final examination week for testing purposes.

## RUBRIC FOR MLA DOCUMENTED ESSAYS

### CRITERIA

#### I. DOCUMENTATION MAXIMUM POINTS - 25

(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)

Parenthetical documentation  
Works Cited page(s)  
Number and kinds of sources  
Effective and relevant use of quotations  
Graceful integration of quotations  
Correct MLA style

#### II. ORGANIZATION /DEVELOPMENT MAXIMUM POINTS - 50

(0-Fail 10-Poor 20-Weak 30-Fair 40-Good 50-Excellent)

Effective introduction  
Logical paragraph order  
Clear transitions  
Conclusion  
Topic sentences  
Plausible/Convincing support  
Evidence of critical and insightful thinking

#### III. CONVENTION AND SENTENCE STRUCTURE MAXIMUM POINTS - 25

(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)

Grammar  
Mechanics - spelling, punctuation, capitalization  
Word Choice - diction  
Sentence Problems - Fragments, run-ons, comma splices, wordiness, dangling modifiers  
Evidence of Proofreading

#### NOTE: MISCELLANEOUS

Teacher may assign additional points for other considerations, *not to exceed 10 points*.

**SPECIAL NOTE: UNDOCUMENTED OR PLAGIARIZED PAPERS WILL RECEIVE A FAILING GRADE.**

## RUBRIC FOR UNDOCUMENTED ESSAYS

### CRITERIA

- I. ORGANIZATION** **MAXIMUM POINTS - 15**  
(0-Fail 3-Poor 6-Weak 9-Fair 12-Good 15-Excellent)  
Effective introduction  
Logical paragraph order  
Clear transitions  
Conclusion
- II. DEVELOPMENT** **MAXIMUM POINTS - 50**  
(0-Fail 10-Poor 20-Weak 30-Fair 40-Good 50-Excellent)  
Topic sentences  
Plausible/Convincing support  
Evidence of critical and insightful thinking
- III. CONVENTION AND SENTENCE STRUCTURE** **MAXIMUM POINTS - 25**  
(0-Fail 5-Poor 10-Weak 15-Fair 20-Good 25-Excellent)  
Grammar  
Mechanics- spelling, punctuation, capitalization  
Word Choice- diction  
Sentence Problems- fragments, run-ons, comma splices, wordiness, dangling modifiers  
Evidence of proofreading
- IV. MISCELLANEOUS** **MAXIMUM POINTS - 10**  
Teacher Preference