

ENC 1101E_Section #501
Department of English
Florida A&M University
Tallahassee, FL 32307-4800



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Web Address

<https://cssah.famu.edu/departments-and-centers/english-and-modern-languages/index.php>

ENC 1101E- 501: Freshman Communicative Skills I
Department of English
Florida A&M University

Instructor's Name: Dr. Makisha Cheeks

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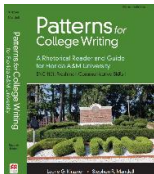
Office Hours: 10:00-2:00pm Tuesdays via email/Zoom meeting available if needed

Course Description:

ENC 1101E 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.

Note: Instructors are required to deliver course material in accordance with the assigned modality (face-to-face, online, hybrid). Also, students must attend the section for which they are scheduled, even if the instructor teaches multiple sections of the same course.

Required Text:



Kirszner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide, Fifteenth Edition*

Achieve Kirszner, Patterns for College Writing, 15e
(custom package includes Achieve, print textbook, and eBook).

Additional Texts/Materials:

Flask drive

Computer/laptop (access to computer use is available on campus)

Dictionary

Performance Objectives:

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

1. Students must complete an essay diagnostic.
2. Students must participate in class (homework, quizzes, exercises, discussions, etc.).
3. Students must write two MLA undocumented essays. (See instructor for choice of rhetorical patterns.)
4. Students must write one MLA documented out-of-class essay.

This course satisfies the General Education Expected Learning Outcomes for Communication:

COMMUNICATION COMPETENCIES

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 in accordance with the University's working definition of critical thinking and as outlined in the University's Quality Enhancement Plan entitled "Enhancing Performance in Critical Thinking."

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.

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:

Grading Scale:

(We use a percentage scale, not points). Student's grade is the weighted total in Canvas.

100-90 A
89-80 B
79-70 C
69-60 D
59 below F

Criteria for Evaluation:

Papers 50%

- Food Narrative
- Comparison/Contrast
- Argumentative

Writing Tests/ Writing Assessments 25%

Class Assignments/Quizzes/Achieve Participation/Written Discussions 25%

Conferences

Instructors' office hours have been established to provide students with assistance, and students are encouraged to use them. Virtual office hours will take place on Tuesdays 10:00am-2:00pm. Students will be informed of any mandatory conferences that are required during the semester.

Attendance

Students are expected to make the most of the educational opportunities available by regularly attending classes and laboratory periods. The university reserves the right to address individual cases of non-attendance. Students are responsible for all assignments, quizzes, and examinations at the time they are due and may not use their absence from class as a plea for extensions of time to complete assignments or for permission to take make-up examinations or quizzes.

Absence from class for cause: (a) participation in recognized university activities, (b) personal illness properly certified, or (c) emergencies caused by circumstances over which the student has no immediate control may be excused by the dean or director of the unit in which the student is enrolled.

Specifically, the class attendance regulations will apply to all students as follows:

A student will be permitted one unexcused absence per credit hour of the course he or she is attending. A student exceeding the number of unexcused absences may be assigned the grade of "F."

Academic Honor Policy Statement

Florida A&M University is committed to academic honesty and its core values, which include scholarship, excellence, accountability, integrity, fairness, respect, and ethics. These core values are integrated into this academic honesty policy. Being unaware of the Academic Honesty Policy is not a defense for violations of academic honesty. Additional detail on FAMU Academic Honesty Violations are provided in University Policy 2.012 (10.)(s). If you have any questions, please see your Academic Advisor.

University Americans with Disabilities Act (ADA) Statement

The Florida A&M University Americans with Disabilities Act (ADA) Policy Statement states that "Individuals who need a reasonable accommodation must notify the Office of Equal Opportunity Programs at 599-3076." It is the responsibility of the

FAMU Equal Opportunity Programs (EOP) Office, through the ADA Coordinator, to ensure the Florida A&M University is in compliance with the Americans with Disabilities Act. If you have any questions, please contact your Academic Advisor or the University EOP Officer, Equal Opportunity Programs, 674 Gamble Street, Tallahassee, FL 32307, (850) 599-3076.

Center for Disability, Access, and Resources (CeDAR)

CeDAR uses an online accessible information management portal called AIM which allows students to apply for services, request accommodations, set up testing appointments and more. To submit accommodation requests, students should simply visit <https://www.famu.edu/students/student-resources/center-for-disability-access-and-resources/index.php> and use their FAMU login to submit requests. Faculty will receive an email notification with the next steps.

Policy Statement on Non-Discrimination

It is the policy of Florida Agricultural and Mechanical University to assure that each member of the University community be permitted to work or attend classes in an environment free from any form of discrimination including race, religion, color, age, disability, sex, marital status, national origin, veteran status and sexual harassment as prohibited by state and federal statutes. This shall include applicants for admission to the University and employment.

Audio/Video Recording

In accordance with House Bill 233/Section 1004.097, Florida Statutes,

“Students may audio or video record a class lecture for a class in which the student is enrolled. A class lecture is defined as an educational presentation delivered by faculty or guest lecturer or faculty-delivered presentation, as part of a Florida A&M University course, intended to inform or teach enrolled students about a particular subject. A class lecture does not include lab sessions, student presentations, clinical presentations, such as patient history, academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session” (FAMU Academic Affairs, “HB 233 FAQs”).

No audio recorded and/or videotaped portion of this course may be published “without the written consent of the lecturer. Publish means share, transmit, circulate, distribute, or provide access to a recording regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of the recording, is considered to be published if it is posted on or uploaded, in whole or part, to any media platform, including but not limited to social media, magazine, newspaper, or leaflet.”

“If a student publishes a recording of a class lecture without the lecturer’s written consent, and it is not in connection with a University complaint or as evidence in a criminal or civil legal proceeding, the student could face severe legal and/or disciplinary consequences. Per HB 233/section 1004.097, Florida Statutes, the unauthorized publishing of the recording allows the lecturer to take the student to court for damages, including attorney’s fees, totaling as much as \$200,000. Additionally, the student may be referred to the Office of Student Conduct and Conflict Resolution for a potential violation of the Student Code of Conduct.”

Student data and privacy are protected through the University's licensure with Zoom and Canvas, as well as faculty professional ethics.

Students requiring special accommodations should contact the Center for Disability Access and Resources (CeDAR), as well as the instructor, in advance (see "Accommodations" section below for more info.).

Student Email and Netiquette

Students are required to obtain and use a FAMU e-mail account for university communication. Students are to only email their instructor from their FAMU email address. Students are required to identify themselves and class in the subject area. All emails should be composed in a professional manner: no slang or informal language. Avoid sending messages through Canvas. Please allow 24 business hours for a response. Emails sent after 3p.m. EST on Fridays will not be addressed until Monday. Emails will not be addressed during the weekend. Netiquette is essentially rules and norms for interacting with others on the internet in a considerate and respectful manner. Students should be mindful of their tone, spelling, grammar, and behavior online.

Plagiarism

Plagiarism is a serious academic offense and students are responsible for educating themselves about it. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. This can range from failing to cite an author for ideas incorporated into a student's paper to cutting and pasting paragraphs from different websites to handing in a paper downloaded from the internet. All are plagiarism. Students who commit plagiarism will automatically fail the course.

Assignments

All papers must be typed in Microsoft Word, double-spaced with standard, one-inch margins, 12-point font, Times New Roman. Papers/Assignments that fail to meet the directions/page requirements will receive an automatic 20 points deduction. Assignments are due in Eastern Standard time. *Avoid waiting until the last minute to complete your assignments.* Do not develop a habit of completing assignments at the last minute. There are many unforeseen circumstances that may occur: computer crash, power outage, etc. Students are given ample time to complete assignments. Under no circumstance should students attempt to email assignments if they miss deadlines. Assignments will not be accepted via e-mail. All work must be submitted in Canvas.

Canvas

The course will utilize Canvas Learning Management System. In Canvas, students will have access to course announcements, syllabi, assignments, discussion threads, grades, and other important course information. Online students are encouraged to log into the Canvas a minimum of three times a week to stay engaged. Messages left in Canvas for the instructor will not be answered. Messages must be sent from the students FAMU email address.

Tentative Semester Activities*
ENC 1101 – Freshman Communicative Skills I

WEEK 1

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

WEEK 2

Diagnostic Pre-Assessment, cont'd
Diagnostic Study Plan

WEEK 3 – 14

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.

WEEK 15

Diagnostic Post-Assessment

FINAL EXAMINATION WEEK

Composition Studies does not use the final examination week for testing purposes. Final projects may be due (See instructor for assignment deadlines).

***Semester activities subject to revision.**

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