

ENC 1101-035: Freshman Communication Skills I

Department of English & Modern Languages
Florida A&M University



Instructor: Dr. Kajsa Henry **Semester:** Fall 2023

Time: TR 9:30-10:45 AM **Location:** 201 Tucker Hall

Office Location: 439 Tucker Hall **Office Phone:** 850.599.3799

Office Hours: 12-2PM MW through ZOOM (link on CANVAS) or in-person with appointment

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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 so that you can successfully (and ethically) communicate with various audiences via the written form. The goal of the course is to help you develop your abilities to write, read, and THINK – not only for your classes at FAMU but also for your career, as a citizen, and for your growth as a person. Through a variety of assignments, we will work *together* to improve your ability to:

- Develop and apply critical reading skills to a wide range of materials
- Use various rhetorical patterns to communicate ideas and information to a variety of targeted audiences.
- Synthesize personal experiences, observations, and reasoning to communicate information and ideas.
- write for a variety of purposes, audiences, and contexts;
- identify (and even play with) audience expectations and textual conventions;
- use the writing process, esp. peer review and revision, to re-see and extend your thinking—thus writing essays in which your thinking evolves rather than essays that defend pre-formed positions;
- develop your ideas through critical thinking and patterns of writing, including analysis and synthesis;
- effectively and critically find, use, and cite diverse sources of information;
- copy-edit at every level (sentence, paragraph, essay) by considering conventional usage alongside your purpose; and
- develop effective writing processes and strategies to apply beyond the course.

WHAT TEXTS/MATERIALS ARE REQUIRED?

Texts

- Kirsznner, Laurie G. and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*, 15e (custom package includes Achieve, print textbook, and eBook).
- Online Readings and Access to Films/Clips Provided (CANVAS)

Other Required Materials

- A physical notebook to be used to complete in-class writing and note-taking.
- Access to a Citation/Grammar/Style handbook (Available on CANVAS)
- Access to an active FAMU student OUTLOOK/OFFICE 365 for Microsoft Word, PowerPoint, and OneNote.
- Academic Support Phone Apps (you may be asked to download these for in class use)

HOW WILL WE USE TECHNOLOGY IN THE COURSE?

E-MAIL/QUESTIONS: My email address is kajsa.henry@famuedu. I will communicate with you, as necessary, through CANVAS or your FAMU email. I will usually get back to your emails within the same day if they are sent before 9PM EST. If after 9PM EST, I will respond by the next morning. In the case of a campus emergency or class cancellation, please check your email and CANVAS for directions. Please send emails that are professional in tone and format and that identify you and the course you are in (time and/or section).

TECHNOLOGY IN THE CLASSROOM: You may use laptops, tablets, and your phone for CLASS related purposes (taking notes, doing a quiz, going to CANVAS) only when directed. However, your phone should be silenced and not used for phone calls, texting, or browsing the internet during class unless directed by the professor. If this occurs, you may be asked to put your electronics away. 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.

HOW WILL I BE GRADED/EVALUATED?

Grading/Evaluation: I am incorporating a writing **portfolio** and a [grading contract \(visit this link for a breakdown of grades\)](#) for our class, which avoids the use of grades and numbers on individual assignments. In this class, your final course letter grade will be determined by the labor you put into completing assignments and participating in the learning process. This doesn't mean, however, that the quality of work matters less; we will regularly address the quality of your writing. **The difference is in this class we focus on improving our literacy and critical thinking skills through hard work and collaborative efforts (rather than comparing the quality of your work to your classmates or some abstract notion of standards).**

When it comes to evaluating writing, my goal as your instructor is to create opportunities for receiving and providing feedback that will help us all evolve and grow as thinkers and writers. That is, we will try to create a *writing community*: a community where you, your classmates, and I function as allies, fellow travelers with various skills, experiences, and talents that we offer the group, rather than adversaries working against each other for grades or approval by teachers.

This approach will allow you to focus on what you really want to say and how you want to say it – to focus on learning and improving your writing – rather than on worrying about pleasing me or trying to “game the system.”

So, if you're looking to do the least amount of work to get the highest possible course grade, this is NOT the class for you. You'll only be frustrated. But, if you genuinely wish to learn and improve yourself as a writer and reader, are willing to do a lot of work to reach those goals, and accept the idea that your labors will be rewarded, then this is the class for you. We will discuss the particulars of this contract grading more in class so ASK questions.

WHAT ASSIGNMENTS WILL I NEED TO COMPLETE?

- **Daily In-Class/Online Writing Activities (at least 85%)**
- **Cumulative Writing Portfolio (you must complete all 3 papers)**
 - Paper One: Non-Fiction Narrative
 - Paper Two: Critical Response
 - Paper Three Project: Argumentative Cultural Review
 - Process and Skill Building Exercises
 - Drafts and Revisions
- **Presentation(s)**
- **Be a Supportive Writing Community Member**
- **2 Self-Evaluations**
- **Attend 2 Conferences**

Daily In-Class/Online Writing Activities

- You will be responsible for **daily reading, research, and writing activities** that you will be responsible for bringing to class, presenting to the class, and posting on Canvas. These will include reading responses, skill-building exercises, and grammar activities. The activities in class are designed to make out-of-class

assignments easier, test your proficiency, and give you the opportunity to ask questions, so it is in your best interest to be in-class and on time to do them and take notes. These assignments will be evaluated as complete, incomplete (w/ the option to redo), or missing.

Writing Portfolio

You will be composing a few different types of texts to develop your critical thinking, analytical writing, and research skills:

- The **first assignment** involves writing a nonfiction narrative that considers an event from your life within the context of what it means to be an American.
- Next, in the **second assignment**, you will attempt to analyze the argument of others in both written and visual forms.
- Finally, you will produce an **argumentative review** of a recent cultural artifact that also includes research.
- The portfolio will also include **process memos** describing the choices you made while composing, how you addressed the professor's and your classmates' comments, efforts towards revising, editing, and proofreading, and what you are most proud of.

Presentations

- There will be multiple opportunities for you to present either individually and/or as a group on assigned topics.
- The last week of class is reserved for presentations based on your third essay topics.

Writing Community

Essential learning in this course will happen as you engage in writing-related activities with peers. Note that participation can take a variety of forms: e.g., asking questions and giving comments during class discussion, taking notes on behalf of a small group, sharing perspectives in writing with peers. I realize there might be days when class members may choose to be silent. Beyond verbal participation, your active and supportive listening is also an important and valuable form of participation. I hope that we will continuously reflect upon our class processes so that we can build an inclusive intellectual writing community where all feel valued and supported in their learning.

Self-Evaluations

While this class requires constant self-reflection and evaluation, you will submit two (2) essays: one (1) that discusses your current experiences, struggles, and strengths with writing and one (1) at the end of the course that assesses what you have learned, provides proof, and the skill you still need to improve.

Conferences

You are required to attend at least 2 one-on-one conferences with me to discuss your writing assignments and receive feedback. Although these are the only **required** meetings, I do encourage you to attend office hours (virtual or in-person) whenever questions/concerns arise. Class will be suspended for conferences, so failure to attend conference equals an absence.

DO I HAVE TO COME TO CLASS and COMPLETE MY WORK?

ATTENDANCE: Attendance is REQUIRED and NECESSARY for you to gain the skills that the class is designed to help you develop. I will usually take roll through CANVAS or use an opening writing assignment, which means it is imperative to be in class ON TIME. You are late after 5 minutes and considered absent after 15 minutes. Class participation and active learning are important aspects of this class, so your engagement is critical to your success. However, I understand that sometimes you must miss because of illness, personal crises, and other emergencies. YOU are still responsible for any assignments missed.

- **If you miss class more than 4 times**, you will be subject to a WF or F grade. Consult the calendar, Canvas, or a classmate for missed assignments.
- In the case of an EXCUSED absence (university-related, documented sickness, or other extraordinary events), you are required to follow the procedure of obtaining an OFFICIAL EXCUSE from your DEAN'S office that must be submitted to me no later than two weeks after the absence (which accounts for the time needed to submit and get a response from the dean's office). **These will be checked and verified, so if you knowingly submit false documentation, they will report you to Student Affairs.**

LATE WORK POLICY: You have ample opportunity to complete assignments and you have due dates weeks ahead of time on our calendar. Start early and finish on time, especially if you are involved in school-related activities.

Drafts are due ON TIME online/in-class (no exceptions). NO COMMENTS will be given on late drafts UNLESS you come to office hours. No drafts and/or failure to fully participate in **WORKSHOP DAYS will not allow you to be an active community member and will result in a decreased contract grade.** Please keep in mind that written feedback can help you with future revisions, even on work you may not find to be as complete or polished as you might like.

You are given a grace period on up to THREE (3) WRITING ACTIVITIES (up to a week) without them being considered INCOMPLETE. Any submissions after a week will be recorded as INCOMPLETE unless related to an **EXCUSED absence**. If a writing activity is turned in BUT marked as incomplete AND resubmit you may REDO it within a WEEK to receive a COMPLETE. Your contract grade WILL be reduced beginning with missing 3 or more.

If you experience or anticipate problems meeting deadlines, please discuss them with your me in advance. Please anticipate computer problems and do not wait until the last minute to prepare your work. All late work should still be turned into the appropriate space on Canvas and NOT emailed unless arrangements have been made.

WHERE CAN I GO FOR HELP?

- **Learning Centers:** The USSC Learning Centers consist of four centers: Gaither Learning Center, Math Center on the Set, Science Tutorial Center, and the Writing Resource Center. They provide academic support in various subject areas at no cost to students. I encourage you to use The Writing Center and visit www.famu.edu/wrc to make an appointment. Tutors work with writers to brainstorm, structure a piece of writing, learn strategies for copyediting, and more. Be sure to share with them the assignment sheet.
- **Career and Professional Development Center (CPDC):** The CPDC is the best place to go to get information about how to structure your time at FAMU NOW and obtain

opportunities to get the career you desire. Visit their website for more information and to schedule an appointment: <https://cpdcenter.famu.edu/>.

- **Students with Disabilities (CeDAR):** Students with a disability that require accommodations are encouraged to consult with the instructor to discuss accommodations and contact the Center for Disability Access and Resources (CeDAR) at (850) 412-5919 or visit <http://famuedu/index.cfm?cedar&AIMOnlinePortal> for additional instructions. Each student making this request have a current Memorandum of Accommodations sent to me from the CEDAR office. Please let me know what accommodations you need!
- **Counseling Services:** If life and/or school ever feels overwhelming, the Office of Counseling Services (OCS) provides individual, couples and group counseling, workshops, presentations, outreach, and emergency and crisis intervention. To schedule an appointment, call them Monday through Friday, 8am to 5pm, at (850) 599-3145. If you need to speak with someone after hours or when the university is closed, you may call (833) 848-1765. You will be able to speak with a licensed mental health professional who will listen to your concern(s) and assist you.

WHAT ELSE DO I NEED TO KNOW?

Code of Conduct and Respect

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.

Any successful learning experience requires **mutual respect** on behalf of the student and the professor. The professor, as well as your fellow students, should not be subjected to any behavior that is in any way disruptive, rude, or challenging to the professor's authority in the classroom. Also, you should not feel intimidated or demeaned by your instructor and students must remember that the instructor has primary responsibility for control over classroom behavior and maintenance of academic integrity. The instructor can order the temporary removal or exclusion from the classroom of any student engaged in disruptive conduct or conduct violating the general rules and regulations of the institution.

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. This includes **PLAGIARISM**, which we will discuss more extensively in class, including the use of AI, but you should know in advance that suspect papers (e.g., those without drafts or works cited pages, or papers which make large departures in style) will be submitted to the electronic plagiarism detection service through Canvas as part of the grading process.

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.

Keeping Your Work

Please keep copies of **ALL** work until you receive your final grade and at least two years after. Also, it's a good idea to keep an electronic backup of your work (for all your classes) with titles specifically labeling them (i.e. paperonefirstdraft) on OneDrive, Dropbox, or Google Drive. I've heard stories of losing flash drives, crashing computers, etc, so protect yourself.

Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course through Canvas and/or through other formative assessments. I will tell you when it is available, so please complete the course evaluation. I may also solicit other forms of evaluation throughout the semester and at the end for my own purposes.

Disclaimer

This syllabus is a contract of sorts, and a guide. Please make sure you read the syllabus and grading policy carefully so you are aware of all policies and expectations. If you have questions about the syllabus, please contact me. I reserve the right to make changes to schedule of assignments (calendar) and the graded assignments if I deem necessary. All changes will be announced in class.

ENC 1101 Tentative Calendar

Week One

Introducing the Writing Process

Monday: Introduce Syllabus/Icebreaker. Homework: Read the syllabus and take the quiz online (Syllabus/Calendar), and begin your reading/writing profile

Wednesday: Introduce the Writing Process/Narrative Writing. For Friday, read the excerpt from "I Know Why the Caged Bird Sings" (Course Documents>>Readings).

Friday: Discussion of Narrative. In-Class Invention. **Reading/Writing Profile due by Midnight.**

Week Two

Learning Narrative Writing

Monday: Discussion of Story Arc/Mapping a Narrative. For Wednesday, read Gates "What's in a Name" in *Patterns* (39) and map the essay and take notes on ways to respond in notebook.

Wednesday: In-Class discussion/Grammar Activity. For Friday, read Narrative Background (95-99) and Cofer (225) in *Patterns* and bring in a paragraph (printed) using what we learned in class about how to write a response.

Thursday: Complete Journal #1 (Online Journal) by Midnight.

Friday: In-Class discussion/Grammar Activity For Wednesday, read Nguyen (169) and Keegan (182) in *Patterns* and bring in response paragraphs (printed) using what we discussed in class.

Week Three

Layering Writing Processes

Monday: NO-CLASS (MLK Day)

Wednesday: For Friday, read 149-157 and Sample Essay (104) in *Patterns*. In-Class Discussion/Writing Activity. **By Thursday @ Midnight, Complete Journal #2 (Online Journal) by Midnight.**

Friday: In-Class Invention Activity for Paper One. Grammar Exercise. For Monday, read "Shitty First Drafts" (Course Documents>>Readings) and begin paper one.

Week Four

Completing the Writing Process

Monday: Paper #1, Draft #1, Typed and Printed, Due IN-CLASS for Revision & Grammar Exercise/Activity. By midnight, complete Journal #3 (Online Journal). For Wednesday, read

Wednesday: Revision Activity (Show, Don't Tell)—Bring your First Draft Back to Class. For Friday, finish your second draft of Paper #1 using the revision checklist on (99).

By Thursday @ Midnight, please complete Journal #4 (Online Journal).

Friday: Paper #1, Draft #2 due (2 Copies) for Workshop and to DR. Henry for comments. In-Class Writing Quiz. For Monday, read *Reading to Write: Becoming a Critical Reader* (13- 16) and *Naim* (20-25) and complete exercise #1 (19) on *Naim's* essay in your notebook.

Week Five

Writing a Critical Response Essay

Monday: For Wednesday, read Integrating Source Material (727-739) and sample essay (750-758). In-Class Discussion/Writing Activity. By midnight, complete **Journal #5 (Online Journal)**.

Wednesday: In-Class Discussion/Writing Activity. **For Friday,** choose EITHER Staples (233), Tan (458), Hasselstrom (350) in *Patterns*, read, annotate, summarize, and analyze the author's argument in your notebook. **By Thursday @ Midnight, please complete Journal #6 (Online Journal)**.

Friday: In-Class Discussion/Writing Activity. For Monday, read 41-47 in *Patterns* on Developing a Thesis and begin developing a working thesis in your notebook. Be ready to share in class.

Week Six

Learning How to Read Closely & Critically

Monday: Bring sample thesis to Class. In Class Discussion/Activity on Working Thesis Statements and Introductions. For Wednesday, read 49-53 in *Patterns*. **By Tuesday @ Midnight, please complete Journal #7 (Online Journal)**.

Wednesday: Introduction/Summary/Thesis Paragraphs, typed and printed, due In- Class. Activity on Commentary/Paragraph Structure. For Friday, read 53-59 in *Patterns*. **By Thursday @ Midnight, please complete Journal #8 (Online Journal)**.

Friday: In Class Activity on Utilizing Paragraph Patterns. For Monday, read Laura's first draft (64 and 72 in *Patterns*) and begin your 1st Draft.

Week Seven

Responding to a Text

Monday: 1st Draft of Paper #2 due In-Class for Revision. Revision Activity/Checklist. Sign up for Conferences. For Wednesday, read 65-72 in *Patterns* and read sample essay (Course Documents).

Wednesday: In Class Activity on Working w/Source Material and Improving Talk-Back. Grammar Exercise. By Thursday @ Midnight, please complete Journal #9 (Online Journal).

Friday: **2nd Draft of Paper #2 due to Dr. Henry for Comments.** Sign up for Conferences.

Week Eight

Getting Feedback

Monday: No Class, Conferences. By Tuesday@ Midnight, please complete Journal #10 (Online Journal).

Wednesday: No Class, Conferences. By Thursday @ Midnight, please complete Journal #11 (Online Journal).

Friday: No Class, Conferences. Week

Nine

Presenting Our Work

Monday: Draft #3 of Paper #1 and #2 due in class for revision, editing, proofreading.

Wednesday: Midterm Portfolio Due (CANVAS>>Assignments). Meet in ROOM 410 in Coleman Library. Introduce Paper #3. For Friday, read TBA. **By Thursday @ Midnight, please complete Journal #12 (Online Journal).**

Friday: In Class Activity/Discussion TBA. Week Ten

No Class: Spring Break (Be SAFE!). Please watch your chosen documentary [links on CANVAS] by Monday.

Week Eleven

Learning the Research Process through Visual Analysis

Monday: Introduction to Documentary Films [3 Tracks] and Discussion. For Homework, please complete questions on CANVAS in Journal [Assignments>>Paper #3]

Wednesday: Close Reading Documentary Films [the Introduction/Thesis]: Discussion and Activity. Read pgs 91-101 in *Patterns for a Purpose* and answer questions given in class or on CANVAS.

Friday: Personal Response to Documentary Films. For Monday, complete the 1st research component [Assignments>>Paper #3] and begin your Rhetorical Analysis [Assignments>>Paper #3].

Week Twelve

Writing the Research Essay Components

Monday: 1st Research Component Due in Class. Combining Analysis and Personal Response: Discussion and Activity. Read TBA.

Wednesday: Rhetorical Analysis Due in Class! Developing an Analytical Thesis: Discussion and Activity. Read Sample Film Response [Assignments>>Paper #3] and do an Informal Outline of the Paper in your Journal. Pay close attention to thesis and thesis support.

Friday: Combining Analysis and Personal Response: Discussion and Activity. For Homework: Combine your rhetorical analysis with your personal response to compose first draft. **Last Day to Withdraw!**

Week Thirteen

Developing the Research Essay Draft

Sunday: Journal #14 Due by Midnight

Monday: 1st Draft of Paper #3 Due in Class (Typed).

Wednesday: 2nd Draft Due in Class for Peer Review. Meet in Library (RM 410) and Complete Presentation Exercise.

Friday: No Classes: Conferences. Complete Online Grammar Assignments.

Week Fourteen

Getting Feedback

Monday: No Classes: Conferences. Complete Online Grammar Assignments.

Wednesday In-Class Workshop on Grammar and MLA Citation (Bring in Draft). Sign-up for Presentations.

Friday: Final Draft of Paper #3 Due (See CANVAS for Details). Presentation Bootcamp.

Week Fifteen

Presenting Your Research

Monday: Presentations. Complete Presentation Responses.

Wednesday: Presentations. Complete Presentation Responses.