| **PROFESSOR:** | **PHONE NUMBER:** |
| --- | --- |
| **OFFICE LOCATION:** | **E-MAIL:** |
| **OFFICE HOURS:** | **SEMESTER:** |

1. **COURSE NUMBER AND TITLE, CATALOG DESCRIPTION, CREDITS:**

**ENC 1101 COMPOSITION I (3 CREDITS)**

A course in essay writing designed to develop skill in paragraph construction and methods of presentation. The course includes practice in critical reading and analysis of texts as well as an introduction to researching and properly documenting sources using MLA format, composing and editing an essay using a word-processing program, accessing information from the World Wide Web, and understanding the differences between electronic databases and the Web. This course is termed a writing intensive course and requires a minimum of 4,000 words of instructor-evaluated writing per student, including a minimum of three graded assignments over the duration of the course. If completed with a grade of “C” or better, this course serves to complete part of the writing intensive course requirements.

1. **PREREQUISITES FOR THIS COURSE:**

SB 1720 Testing Exemption or Testing into ENC 1101; or completion of {(ENC 0025 and REA 0017) or (ENC 0022 and REA 0019)} with a “C” or higher; or EAP 1620 and EAP 1640 with a “C” or higher; or an eligible testing/course completion combination. This writing-intensive course requires a minimum of 4,000 words across multiple college-level, faculty-evaluated written assignments. If completed with a “C” or better, this course will be counted toward partial fulfillment of the Writing Intensive course requirements.

**CO-REQUISITES FOR THIS COURSE:**

None

1. **GENERAL COURSE INFORMATION:** Topic Outline.

• The basic mechanics of language relative to the requirements for the College Level Academic Skills Program.

• The development of a central thesis into a complete essay.

• The reading of essays with critical awareness and comprehension.

• The introduction of electronic research techniques and MLA style of documentation.

1. **All courses at Florida SouthWestern State College contribute to the general education program by meeting one or more of the following general education competencies:**

**C**ommunicate clearly in a variety of modes and media.

**R**esearch and examine academic and non-academic information, resources, and evidence.

**E**valuate and utilize mathematical principles, technology, scientific and quantitative data.

**A**nalyze and create individual and collaborative works of art, literature, and performance.

**T**hink critically about questions to yield meaning and value.

**I**nvestigate and engage in the transdisciplinary applications of research, learning, and knowledge.

**V**isualize and engage the world from different historical, social, religious, and cultural approaches.

**E**ngage meanings of active citizenship in one’s community, nation, and the world.

**A.**  **General Education Competencies and Course Outcomes**

1. Listed here are the course outcomes/objectives assessed in this course which play an integral part in contributing to the student’s general education along with the general education competency it supports.

*General Education Competency*: Communicate clearly in a variety of modes and media. Acquire communication and rhetorical literacy in order to speak and write effectively, express one’s knowledge, read critically, analyze rhetorically, and synthesize information, skills necessary to furthering one’s own educational and occupational goals. Understand, evaluate, and discuss rhetoric, argument, and persuasion in a variety of contexts. Critically examine evidence, interpret and integrate information, identify solutions and potential outcomes, and apply rhetorical and communication literacies to the real world.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students must demonstrate the ability to compose in a variety of rhetorical modes and genres at the college level.
2. Students must demonstrate the ability to organize, compose, revise, and edit essays with clear thesis statements, coherent, unified paragraphs, and varied sentence structures and length.
3. Students will understand how purpose, audience, context, and medium/mode shape processes of reading and composition, as well as the rhetorical situation.
4. Students compose through multiple drafts in order to revise their writing, rhetoric, and ideas through feedback, as well as use drafting and revision as a means of inquiry.

*General Education Competency*: Research and examine academic and non-academic information, resources, and evidence. Understand how scholars across all academic disciplines investigate and speak to the human condition. Conduct in-depth, reflective, and ethical research about the dynamics of the human condition and the physical world in order to acquire information literacy, refine critical thinking and analytical skills, and sharpen intellectual focus. Effectively locate, interpret, manage and use information and evidence from academic and non-academic sources in order to create original projects that engender meaningful learning in the classroom and beyond.

*Course Outcomes or Objectives Supporting the General Education Competency Selected:*

1. Students must incorporate research into their own writing using summary, paraphrase, and direct quotation by composing academic research assignments.
2. Locate, analyze, and evaluate primary and/or secondary sources in a variety of modes (print, digital, visual, oral etc.) in order to conduct academic research.
3. Students will learn how to cite sources appropriately and avoid plagiarism in academic research and writing.

**B.** **In accordance with Florida Statute 1007.25 concerning the state’s general education core course requirements, this course meets the general education competencies for *Communication*.**

* *Students will demonstrate the ability to communicate effectively.*
* *Students will demonstrate the ability to analyze communication critically.*

1. **DISTRICT-WIDE POLICIES:**

**Programs for Students with Disabilities**

Florida SouthWestern State College, in accordance with the Americans with Disabilities Act and the College’s guiding principles, offers students with documented disabilities programs to equalize access to the educational process. Students needing to request an accommodation in this class due to a disability, or who suspect that their academic performance is affected by a disability should contact the Office of Adaptive Services at the nearest campus. The office locations and telephone numbers for the Office of Adaptive Services at each campus can be found at <http://www.fsw.edu/adaptiveservices>.

**REPORTING TITLE IX VIOLATIONS**

Florida SouthWestern State College, in accordance with Title IX and the Violence Against Women Act, has established a set of procedures for reporting and investigating Title IX violations including sexual misconduct.  Students who need to report an incident or need to receive support regarding an incident should contact the Equity Officer at [equity@fsw.edu](mailto:equity@fsw.edu).  Incoming students are encouraged to participate in the Sexual Violence Prevention training offered online.  Additional information and resources can be found on the College’s website at <http://www.fsw.edu/sexualassault>.

1. **REQUIREMENTS FOR THE STUDENTS:**

List specific course assessments such as class participation, tests, homework assignments, make-up procedures, etc.

1. **ATTENDANCE POLICY:**

The professor’s specific policy concerning absence. (The College policy on attendance is in the Catalog, and defers to the professor.)

1. **GRADING POLICY:**

Include numerical ranges for letter grades; the following is a range commonly used by many faculty:

| 90 - 100 | = | A |
| --- | --- | --- |
| 80 - 89 | = | B |
| 70 - 79 | = | C |
| 60 - 69 | = | D |
| Below 60 | = | F |

(Note: The “incomplete” grade [“I”] should be given only when unusual circumstances warrant. An “incomplete” is not a substitute for a “D,” “F,” or “W.” Refer to the policy on “incomplete grades.)

1. **REQUIRED COURSE MATERIALS:**

(In correct bibliographic format.)

1. **RESERVED MATERIALS FOR THE COURSE:**

Other special learning resources.

1. **CLASS SCHEDULE:**

This section includes assignments for each class meeting or unit, along with scheduled Library Activities and other scheduled support, including scheduled tests.

1. **ANY OTHER INFORMATION OR CLASS PROCEDURES OR POLICIES:**

(Which would be useful to the students in the class.)